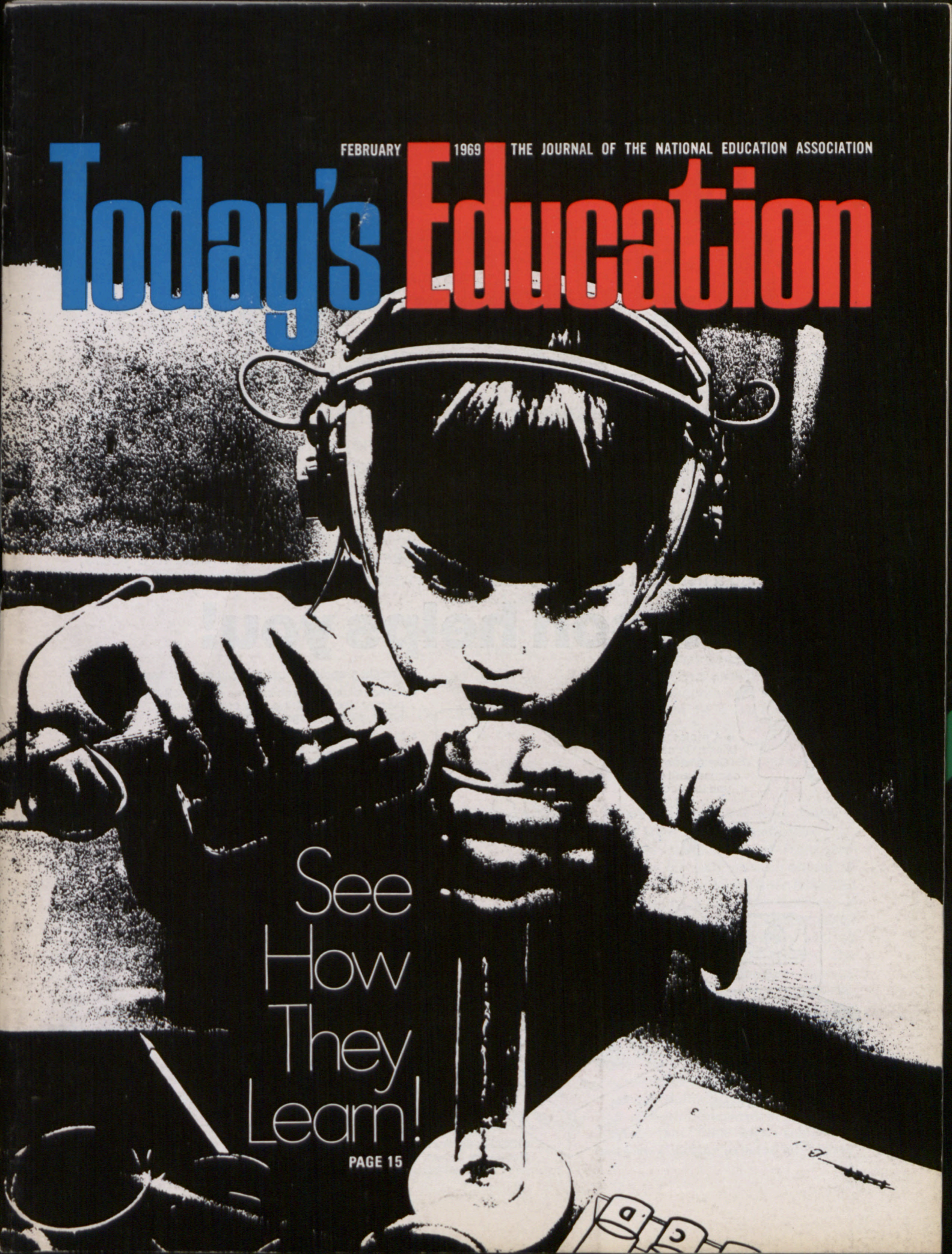
FEBRUARY 1969 THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Today's Education



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PAGE 15

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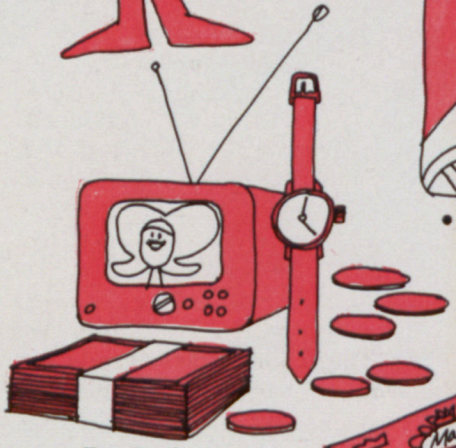

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Koontz Named to Labor Post; Fischer Assumes NEA Presidency

National Assessment Will Begin

Supreme Court Ruling Ends South Carolina Scholarship Grants

Centers Will Aid Children Born During Measles Epidemic

Students Choose Own Starting Time

Brookings Report Attacks Texts, Calls High Schools Ineffective

NEWS AND TRENDS

Koontz Named to Labor Post; Fischer Assumes NEA Presidency

On January 10, President-Elect Richard M. Nixon named Elizabeth D. Koontz, 1968-69 NEA president, to a high post in the U.S. Department of Labor. Mrs. Koontz is to become director of the Women's Bureau.

George D. Fischer, an Iowa high school teacher who was chosen NEA president-elect last July, succeeds Mrs. Koontz as NEA president. Mr. Fischer said he would move into the presidency ready to help NEA "speak out in a clear, militant voice so that all society knows of our decision to move."

NEA Executive Secretary Sam M. Lambert praised Mrs. Koontz for her excellent contribution in building a stronger, unified profession. He said that Mr. Fischer is well-prepared to step into the NEA presidency and carry forward "the truly fine work that Mrs. Koontz has been doing."

National Assessment Will Begin

National assessment of pupil achievement will begin this spring, according to the Committee on Assessing the Progress of Education. The Committee said that achievement will be assessed in 10 subject-matter areas, beginning with science, citizenship, and writing (written expression) during 1969, the first year of a three-year cycle. During the following two years, literature, social studies, music, mathematics, reading, art, and vocational education will be covered. Then the cycle will be repeated. Assessment exercises will be given on a sample basis to students in public, private, and parochial schools, as well as to some out-of-school 17-year-olds and young adults.

Supreme Court Ruling Ends South Carolina Scholarship Grants

The U.S. Supreme Court has ruled unconstitutional a South Carolina law which provides scholarship grants for students to attend private, nonparochial schools. The action affirmed a lower court ruling that the purpose of the 1963 law was to circumvent requirements that the state not discriminate on the basis of race or color in its public educational system.

After a May 31 ruling, the U.S. District Court in Columbia, South Carolina, issued a permanent restraining order prohibiting the state from enforcing the law. The law related to children between 6 and 20 who had not yet finished or graduated from high school; it made them eligible to receive a state scholarship grant in an amount equal to the per pupil cost to the state of public education as certified by the governor.

Centers Will Aid Children Born During Measles Epidemic

The U.S. Office of Education is setting up centers to aid children born with sight and hearing defects during the German measles epidemic in 1963-65. The model centers for the deaf-blind were authorized under Title VI of the Elementary and Secondary Education Act. A grant for the first of eight to ten centers will be made within a few months.

USOE's Bureau of Education for the Handicapped reports that 20,000 to 30,000 children were born with handicaps because of the measles epidemic.

Students Choose Own Starting Time

Students in Tallmadge (Ohio) High School start their school day at the time they choose, and the volunteer scheduling apparently has drastically cut absenteeism and tardiness. Students may begin classes at 7, 8, 9, or 10 in the morning. The earlier they begin, the earlier their day ends. Students decide on their hours before each school year begins.

Brookings Report Attacks Texts, Calls High Schools Ineffective

"It is estimated that from one-third to one-half of the content of current textbooks is either false and distorted or is no longer considered important by scholars. Our children are being misinformed as well as educated." These are among the conclusions of a Brookings Institution study written by Ralph W. Tyler. The report, titled *Agenda for the Nation*, charges that many textbooks have been rewritten from older material without regard to current scholarship.

The Brookings report also indicts the present American high school, saying that "the high school at present is failing to serve effectively

Today's Education

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This month's cover

Remember when a tape recorder was a rarity in the classroom and a filmstrip projector, even more of one? Today's student, as this month's cover suggests, learns in a setting that is more and more media-oriented. Both he and his teacher are adapting to new, more rewarding roles made possible by the proliferation of school media programs. See the special feature beginning on page 15.

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62 Percent of Americans Support Teaching as a Career for Youth
Student-Run School Annex Opens in Washington, D.C.
Portable Classrooms Widely Used
Commission Urges Massive Increase in Federal Funds for Colleges
Most College Freshmen Consider Officials Lax on Student Protest
Community College Boards Hold First Meeting
Teachers-In-Politics Weekend
NEA Reporter Gives Association News

more than half the youth who are of high school age." What is required, the report says, is "a major effort to furnish high school students with significant adult activities—job programs, community service corps experience, work in health centers, apprentice experience in research and development and in staff studies by public agencies. It will be necessary to redesign the high school in order to open it to the community and to utilize many kinds of persons in education," the report says.

62 Percent of Americans Support Teaching as a Career for Youth

"You should take up teaching as a career," 62 percent of American adults would advise young people today, according to a recent Gallup Poll. Persons surveyed across the nation describe the teaching profession as "rewarding," "creative," and "challenging."

Of those surveyed, 24 percent would not advise a young person to become a teacher. Low pay is the chief reason given.

Student-Run School Annex Opens in Washington, D.C.

Students from Eastern High School have organized their own school — Freedom Annex — this school year in Washington, D.C. They spend half their day at Eastern High School taking required courses and the rest of the day in the new classes, most of which are taught by certificated teachers.

The school—founded by a group of Negro students called the Modern Strivers—offers classes in black history, Swahili, contemporary problems, black literature and art, drama, and community organization. Supported by private foundation funds and sanctioned by the D.C. Secondary School Office, Freedom Annex is open to high school students in a predominantly Negro section of Washington.

Portable Classrooms Widely Used

Portable and semipermanent classrooms are used in about 35 percent of a cross section of the nation's school districts surveyed recently by the magazine *Nation's Schools*. Mobility of student population, combined with school overcrowding, has required the use of such structures, the report says.

Commission Urges Massive Increase In Federal Funds for Colleges

The Carnegie Commission on Higher Education has proposed that federal funds for colleges and college students be increased to $7 billion a year by 1970 and $13 billion by 1976. Implementation of the proposal would mean 1 million more college enrollments in 1976 than present projections indicate. Students in need would receive educational opportunity grants similar to those given under the various "GI bills" in past years.

"What the American nation needs and expects from higher education in the critical years just ahead can be summed up in two phrases: quality of result and equality of access," the Commission's report said. Heading the Commission is Clark Kerr, former president of the University of California.

Most College Freshmen Consider Officials Lax on Student Protest

"Most college officials have been too lax in dealing with student protests on campus," 54.5 percent of college freshmen said in an annual survey conducted by the American Council on Education's Office of Research. The students agreed "strongly" or "somewhat" with the statement. When the same question was asked of incoming freshmen last year, 48.3 percent agreed.

Most of the freshmen—89.7 percent—said students should have a major role in specifying the college curriculum. Most of the students (57.8 percent) also believe the chief benefit of a college education is that it increases one's earning power.

Community College Boards Hold First Meeting

The Council of Community College Boards of Education recently held its first national meeting. The Council, established under the auspices of the National School Boards Association, was founded to help bring together board members, administrators, and other educational leaders representing the rapidly growing number of school districts now operating junior and community colleges. Representatives from over 80 districts in 30 states attended the first meeting.

Teachers-In-Politics Weekend

April 11-13 is Teachers-In-Politics Weekend this year. The NEA Citizenship Committee and committees of state and local education associations sponsor the weekend, during which political clinics for teachers are held in most states of the Union.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.

"With so many different cultures, just being in Canada is an education in itself."

After summering in Canada, mathematician Charlotte Strieble has resolved to return.

Come discover the different cultures and varied ways of one of the most polyglot countries in the world. In Canada some areas are very English. Then Scottish. Or Italian. Or French, like the province of Québec. And if your specialty is languages, it's not hard to find communities representative of every other country in Europe.

If you lean towards such studies as physical education, history, or the natural sciences, come study the totems of the West Coast Haida Indians. Or tramp the hiking trails of Ontario's Algonquin Park. Or explore pools left behind forty-foot tides in the Bay of Fundy.

If you're especially city orientated, or if your interest is primarily in the arts, rest assured that Canada's urban centers will offer you a variety of cultural events, galleries, museums, symposiums, art films. Visits to the world famous Stratford Shakespearian Festival, the revolutionary Habitat dwellings built especially for Expo in Montreal, or Winnipeg's outstanding Centennial Centre, whose Concert Hall has been described as an accoustical marvel, would be reason enough to come to Canada.

"You never lack for leisure activities either", says Charlotte. "There are warm, sandy beaches everywhere. And the cities offer their share of clubs and nightlife".

Why not combine a holiday here with a summer course? Choose from numerous educational systems as varied as the country itself, all with courses valid towards credits for university degrees and teacher's certificates in the U.S.A.

For instance, you might attend the 25,000 student enrollment University of Toronto where Marshall McLuhan was recently in residence. Or the University of Montreal where all classes from literature to physics are conducted entirely in French. And imagine studying up at the new Simon Fraser University in Vancouver, shown here with its backdrop of mountains.

Canada offers you highly specialized summer studies, too. For instance, the Banff School of Fine Arts in the Rocky Mountains, where black bears often take short cuts across the lawns. Or head east to Nova Scotia to the Gaelic School of Celtic Arts and Crafts and add an extra dimension to your literature and history studies.

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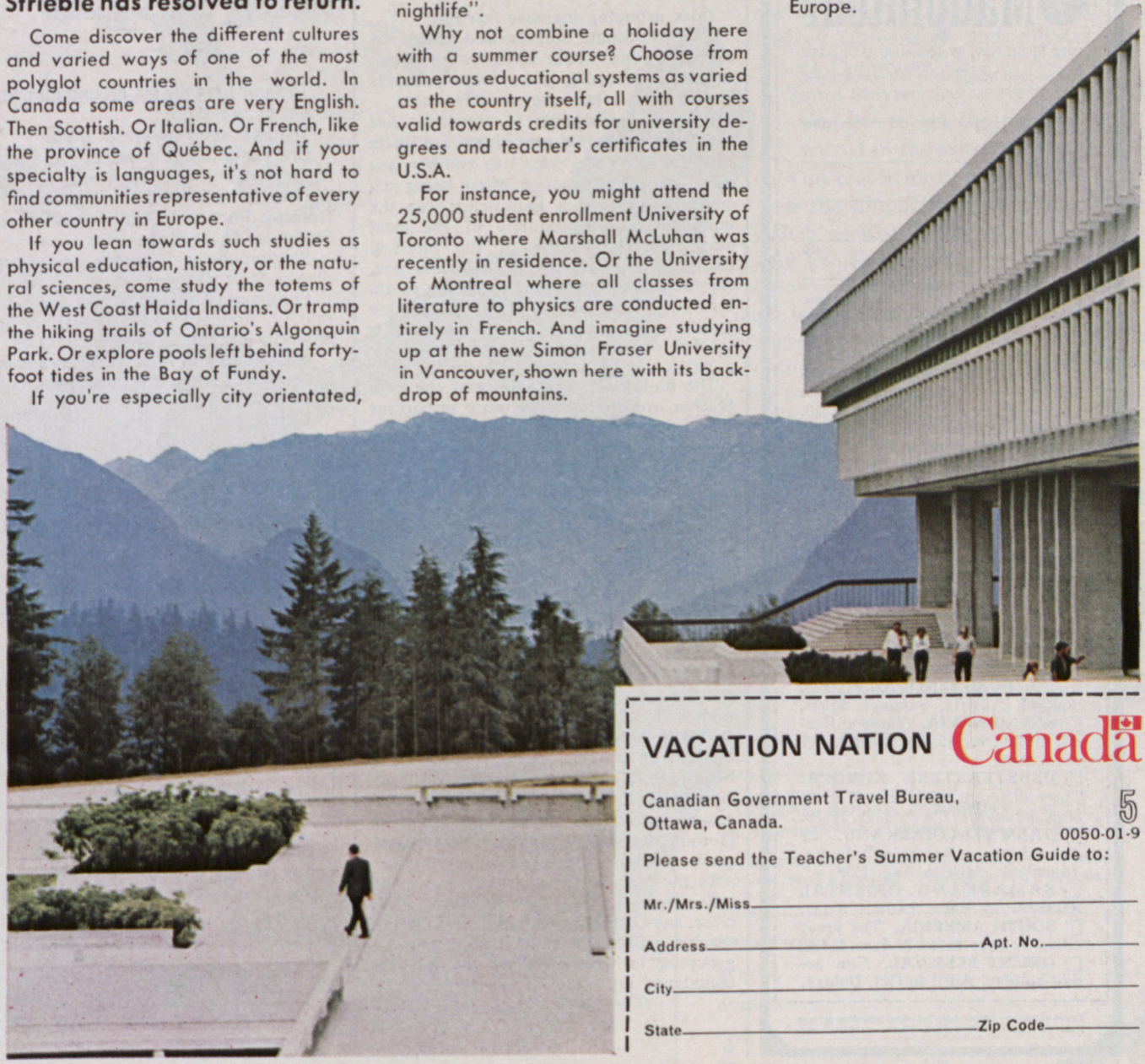

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RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in instruction can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on Elementary School Mathematics, a Guide to Current Research, *by Vincent J. Glennon and Leroy G. Callahan, published by the Association for Supervision and Curriculum Development, NEA; (124 pp., #611-17752).*

Does grouping increase learning?

In 1952, Shane summarized many research studies which compared progress under a grouping plan with progress under some other plan in this way:

It seems reasonable to conclude that the "best" grouping procedures are likely to differ from one school to another, the most desirable practice often being dependent upon such factors as: (a) the competence and maturity of the local staff, (b) the nature of the physical plant, (c) the school size, (d) class size, (e) the local curriculum or design of instruction, and (f) a highly intangible quality—the intensity of the desire of a teacher or a group of teachers to make a particular plan work effectively.

The philosophy and ability of the able teacher are undoubtedly more important than any grouping plan, however ingenious it may be, with respect to creating a good environment for learning.

In 1966, Goldberg, Passow, and Justman studied about 2,200 children in 45 elementary schools in the New York City area over the two school years, grades 5 and 6. In addition to academic achievement measures, the researchers gathered data from teachers' ratings of students, from students' ratings of students, and from students' attitudes toward school.

It is commonly believed that narrowing the ability range of a group of children will make it possible for the teacher to make better differentiation of either method or content. Contrary to such a belief, this study reports that simply narrowing the ability range does not necessarily result in better adjustment of method or content and does not necessarily result in increased achievement.

In the light of these studies and many other research findings to date, it is clear, say Glennon and Callahan, that any teacher will teach best in that type of grouping in which he has the greatest confidence and sense of security.

(Continued on page 10)

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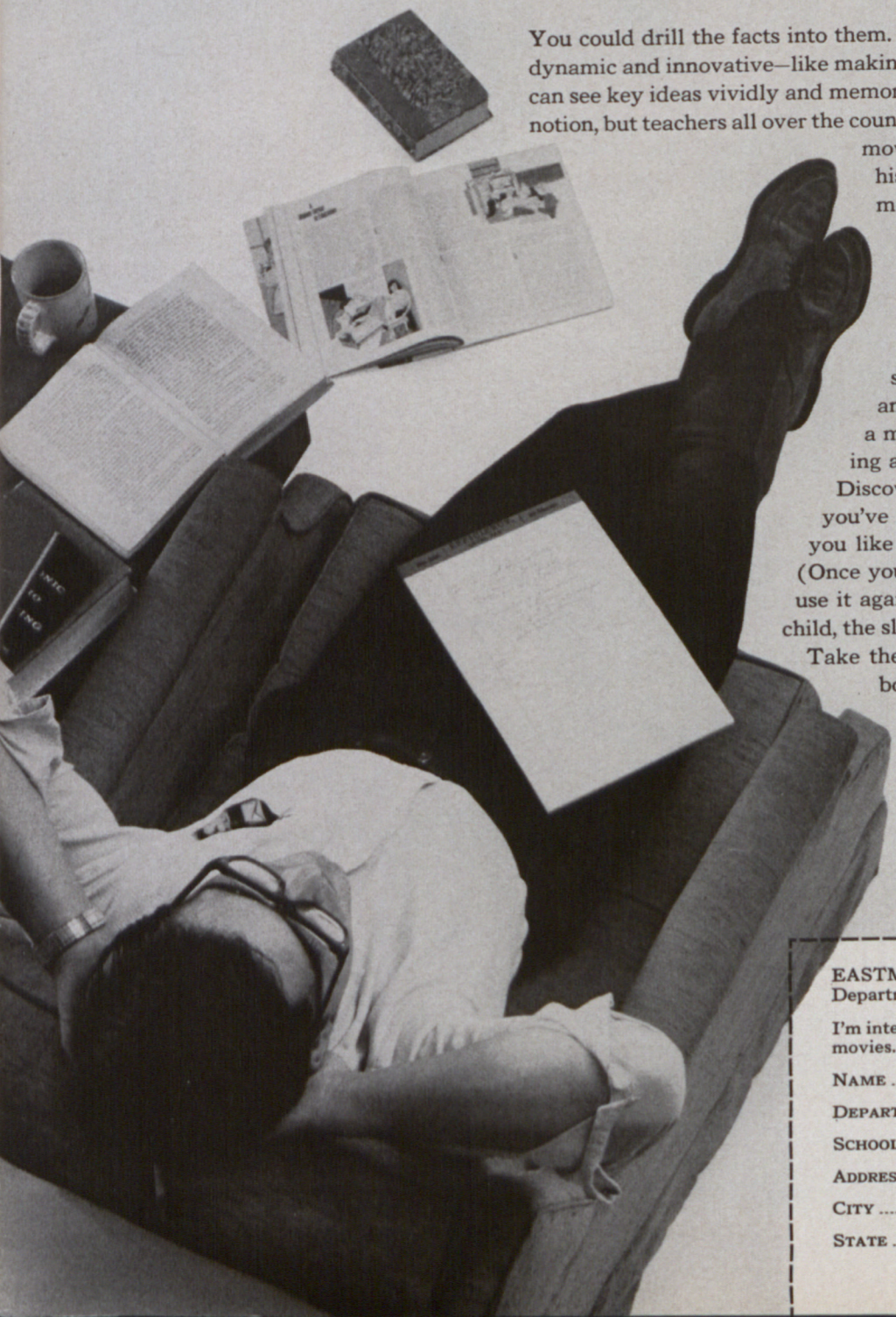
Your next teaching unit has you stumped.

The material is critical, but hard to explain in words alone.

What can you do?



You could drill the facts into them. But maybe you ought to try something dynamic and innovative—like making your own brief movie so your students can see key ideas vividly and memorably. That may sound like a far-fetched notion, but teachers all over the country, with no prior experience, are making movies right now. About art. Math. Local history. Chemistry and physics experiments. Community life.

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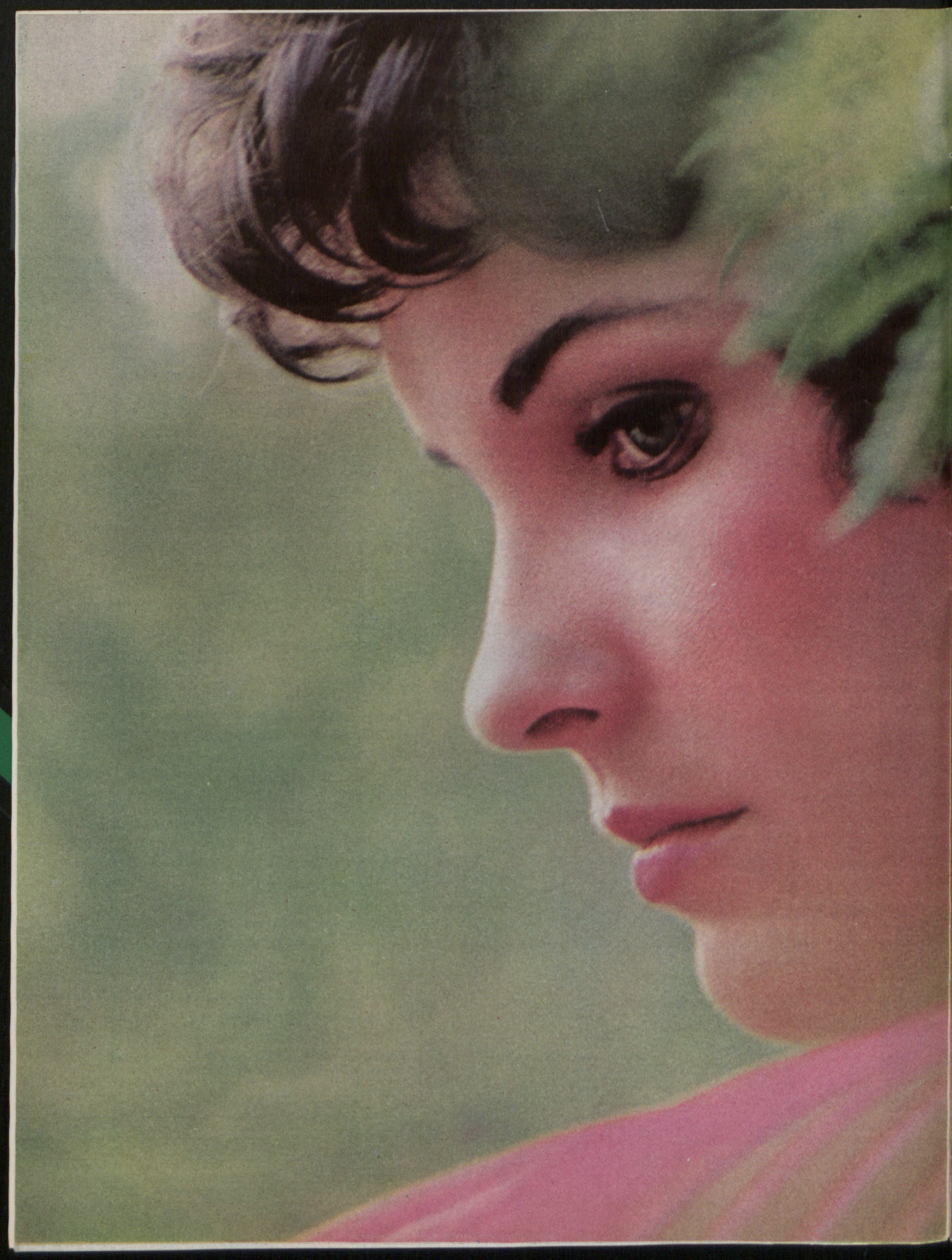

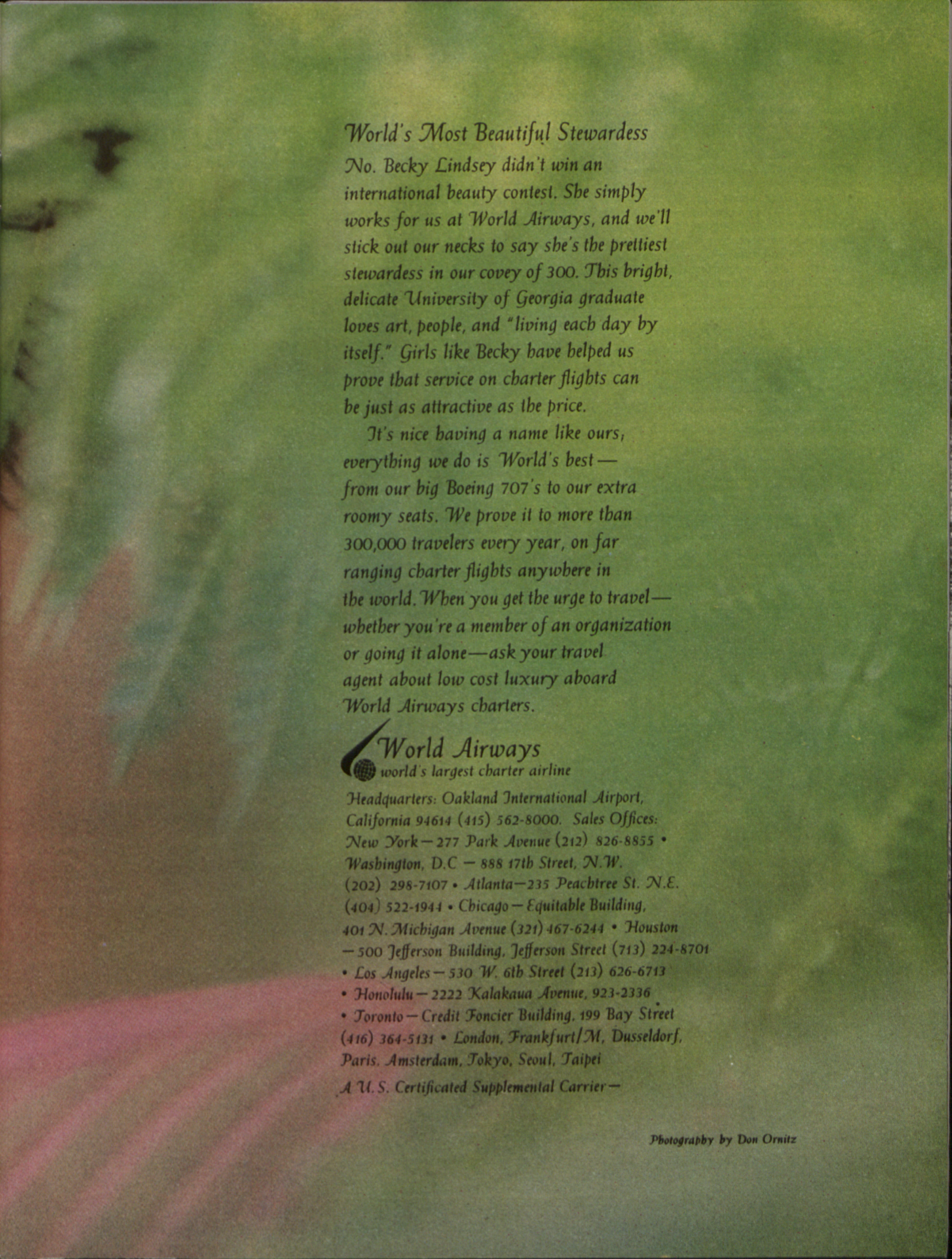

World's Most Beautiful Stewardess

No. Becky Lindsey didn't win an international beauty contest. She simply works for us at World Airways, and we'll stick out our necks to say she's the prettiest stewardess in our covey of 300. This bright, delicate University of Georgia graduate loves art, people, and "living each day by itself." Girls like Becky have helped us prove that service on charter flights can be just as attractive as the price.

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RESEARCH CLUES

(Continued from page 6)

In the teaching of elementary mathematics, should more class time be allotted to the development of meanings or to practice?

Shipp and Deer, using students at three levels of ability, attempted to determine whether varying the percent of class time spent on developmental activities and on practice work affects achievement as measured by an arithmetic achievement test. This test measured: (a) understandings, (b) ability to use arithmetic accurately, (c) ability to solve problems. They concluded:

1. Higher achievement, as measured by a general achievement test in arithmetic, tends to result from increasing the percent of class time spent on developmental activities.

2. While this study was unable to determine the ideal division of class time between developmental activities and practice work, it would seem that more than half the time should be spent on developmental activities.

3. The conclusions apply to all ability levels.

Shuster and Pigge used a random sampling of fifth grade classes to compare three variations of time allotments. One group spent 75 percent of arithmetic class instruction time on developmental-meaningful activities and 25 percent of the time on drill activities; another group split the time 50-50; while still another group allotted 75 percent of the time to drill activities and 25 percent of the time to developmental-meaningful activities.

The experimenters found no significant differences on test performance when the test was administered immediately at the end of the treatment period. However, the trend was for the groups spending 75 percent of their time on developmental work to rank highest on the test, the 50-50 group to rank second highest, and the groups spending 25 percent of the time on developmental work to rank lowest. On the retention test, total test results favored the 75 percent developmental group. The experimenters summarized their results by saying that children learned skills better by spending less time on drill and more time on developmental-meaningful activities. •

FOR YOUR INFORMATION

GEORGE D. FISCHER, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of Today's Education (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, D.C. 20036. Telephone: Area Code 202, 223-9400.

1969 NEA Convention: June 30-July 5, Philadelphia.

American Education Week—November 9-15, 1969. Theme: Better Education—Your Job.

NEA membership, May 31, 1968: 1,081,660.

NEA officers and headquarters staff: See *NEA Handbook*, pages 10-16; 423-24; and inside back cover. NEA platform and resolutions: *Handbook*, pages 66-68.

NEA departments: *Handbook*, pages 155-207.

NEA divisions, special projects, task force, commissions, councils, committees: *Handbook*, pages 94-154.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, D.C. 20005; see *Handbook*, pages 382-84.

TEACHER IN POLITICS

Donn J. Force, executive director of the Columbus Education Association, began a term as a member of the Ohio State Board of Education in January 1968. He was elected to the 24-member board in November 1967, to represent his Congressional district.

A former teacher, Mr. Force served as president of the Green Education Association, and was president-elect of the Summit County Education Association when appointed field representative for the Ohio Education Association in 1965. He accepted the post as executive director of the Columbus association in 1967.

Active in civic affairs, he is presently serving as a member of the Columbus Urban Education Coalition.

—Stayner F. Brighton, *executive secretary, Ohio Education Association.*

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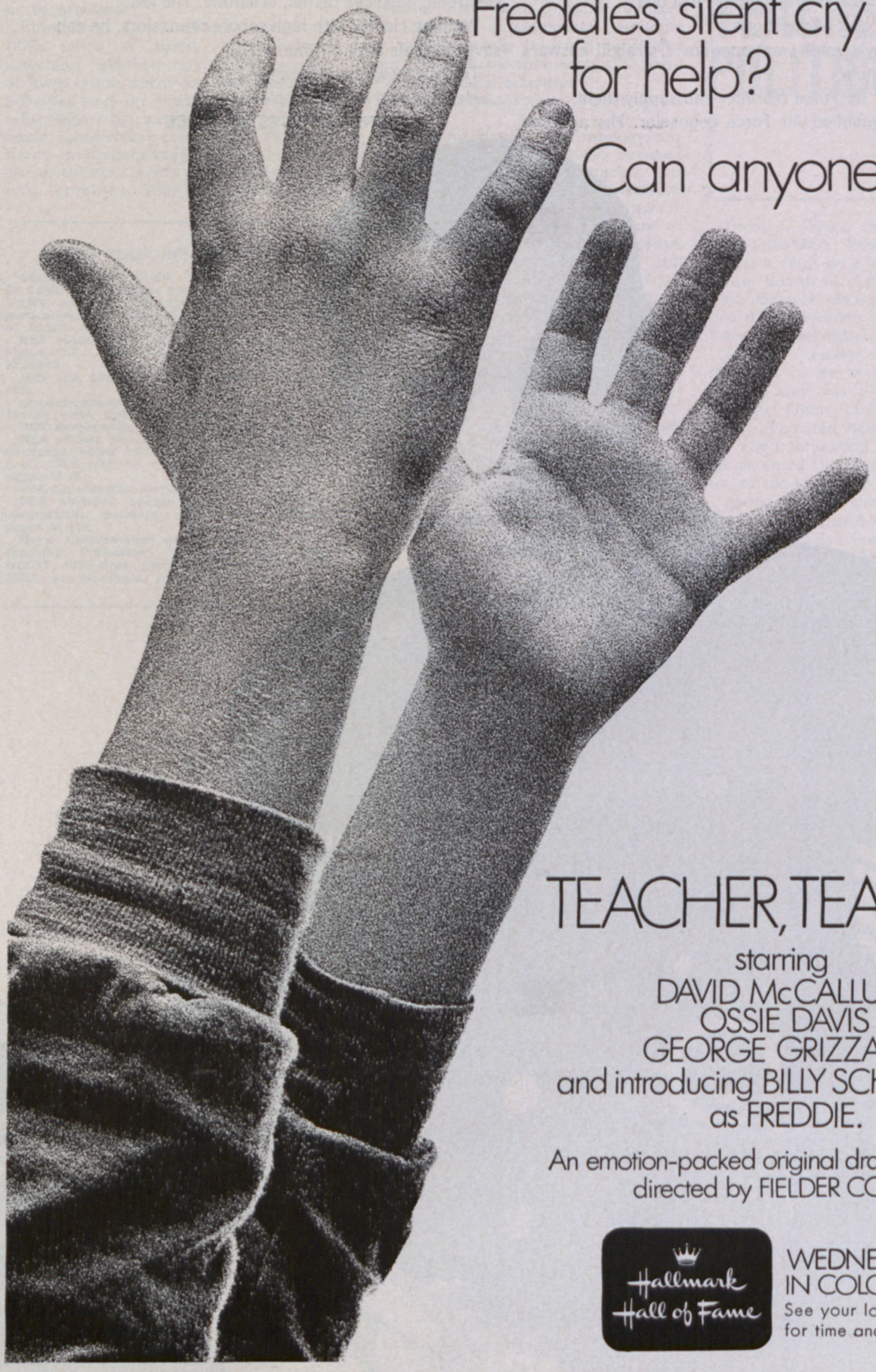

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The Computer and the Peripatetic Teacher

• **In the New England of the early 1800's,** the common-school teacher often would teach a year in one town, then move on to another where he might win $5 more pay or perhaps a bonus of free room and board. He might travel as far as 50 miles to his new job—maybe even 100.

Today's peripatetic teacher usually isn't satisfied with a 50-mile move; he wants to cross the country or even go overseas.

In fact, a study of some 4,000 teachers who registered with NEA's computerized job-locator service (NEA*SEARCH) in 1968 shows that 51 percent of these educators wished to move out of their present region of residence. Another 43 percent wanted to relocate in another state in the same region.

The most popular region named by the NEA*SEARCH registrants was the West Coast, which was the choice of 27.8 percent. Next most popular was the South Central region, selected by 20.2 percent. Running a close third was the South Mountain region (19.1 percent), followed by foreign (12.5 percent).

NEA*SEARCH, begun in 1967, has served more than 14,000 job seekers so far. It has answered requests for over 10,000 referrals from would-be employers. Not a placement service, NEA*SEARCH uses a computer to match education professionals with job vacancies. The jobseeker receives a SEARCH report listing the employers the computer selected for him. The prospective employer receives names of potential candidates who have registered with SEARCH and the rest is up to the employer and the registrants.

NEA*SEARCH serves nearly every type of educator: elementary and secondary teachers, school librarians, counselors, school social workers, TV teachers, audiovisual specialists and coordinators, school psychologists, school nurses, adult and religious educators, and some administrators. Interested job seekers fill out a two-page Form T and submit it with a modest fee ($10 for nonmembers, $5 for NEA members—less for student members). Form T appears several times during the school year in the *NEA Reporter*, and is available directly from NEA* SEARCH at NEA Center.

The prospective employers use NEA* SEARCH Form V to list vacancies. A nationwide mailing puts Form V in the hands of every superintendent of schools in the nation, and the form is also made available to educational employers other than superintendents.

Thus the twentieth century teacher who wants to move around has the aid of a computer to help him find the job best matched to his talents and training, his likes and dislikes, whether he wants to go to the next town, the next state, another region of the nation, or another country.

—**Osborne A. Payne,** *director, NEA* SEARCH.*

Are you a man or woman?

Take the Renault 10 quiz and see.

4 doors instead of 2 means:
☐ **A.** I can get in the back without making a spectacle of myself.
☐ **B.** It's easier on the car pool.

3 glove compartments mean:
☐ **A.** There's more room to store things.
☐ **B.** There's more room to store junk.

4-wheel disc brakes mean:
☐ **A.** I can stop the car.
☐ **B.** The car stops on a dime.

Engine over drive wheels mean:
☐ **A.** What are drive wheels?
☐ **B.** They get a better grip on the road.

Synchromesh transmission means:
☐ **A.** It won't always make that horrible sound when I shift.
☐ **B.** I can brake by down-shifting.

Independent suspension means:
☐ **A.** Well, I admire independence.
☐ **B.** The car behaves on bumpy roads.

Replaceable cylinder sleeves mean:
☐ **A.** I don't really know.
☐ **B.** Me, either.

12 months/unlimited mileage warranty means:
☐ **A.** I wish Renault made dish washers.
☐ **B.** They're pretty sure of themselves.

35 miles per gallon means:
☐ **A.** I'll never finish my free glass set.
☐ **B.** Gas stations won't get rich on me.

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ANSWERS:
If you checked the A's you're probably a woman.
If you checked the B's you're probably a man.
If you checked A's and B's, your guess is as good as ours.

ZIP CODE 20036

This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including zip code.)*

Memory Pills

In "Frontiers of Medicine" (December) Donald G. Cooley writes: "Memory is the basis of learning. What wouldn't the educator give for a memory-triggering pill that could stir his dullest students to feats of flawless recitation! Or that he might himself take to dispel the image of the absentminded professor."

As a matter of fact, certain "memory pills" exist now, but we have not been taking advantage of them. We spend much time presenting material we want students to remember, and the class spends time studying it, but we almost never give them specific help in how to remember it.

I am convinced that training in memory (I mean the creative memory that goes with concentration, organization, imagination, critical thinking—efficient thinking skills in general) should be one of the chief cornerstones of our schools.

For several years now I have been giving students in my classes (to the extent that the press of time and curriculum will permit) specific instruction in association-based memory techniques. The results have been gratifying to me and a revelation to my students. Association is the way that minds usually work; it seems almost a travesty that so little attention is paid to it in the schools.

—Rex Smith, *English Department, West Babylon (New York) High School.*

Qualified Personnel

Without fee to employers, the U.S. Department of State offers names of former personnel of the Foreign Service, USIA, and AID who are interested in employment in the field of education. Personnel available range in age from 27 to 60 and include former ambassadors as well as many officers of lesser rank. Among them are individuals qualified in such fields as political science and international relations, history, economics, administration, and languages, and for service as diplomats-in-residence. Most of them speak one or more foreign languages.

Employers are invited to make their requirements known to the Department, which will promptly provide the resumes of suitable individuals. Write to: The Director, External Placement Division, Room 1052A—Department of State, Washington, D.C. 20520.

—U.S. Department of State.

The Generation Gap

"The Facts Are . . ." for November carried an invitation to readers to submit statements regarding the much-discussed generation gap. A sampling of the response follows:

The rift between the generations begins to widen at any point where indoctrination and experience collide. When authority overrides the "Why?" of youth by purely coercive methods, the gap widens rapidly.

Parents are most often at fault, many times unwittingly. Most parents do some preparatory learning about the care of babies and about the way they develop. They do not follow this up, however, with serious learning about the child's later development, so while the children grow and develop rapidly from phase to phase, parents still think of them as "babies."

—Henrietta L. Hall, *junior high counselor, Marshfield, Missouri.*

A baby is born with a loud voice that he uses to demand what he wants. Dissent needs no teaching. It is inborn. The dissidents who dedicate their efforts to battling the establishment are not wrong in stating that faults exist in it. The test of their convictions, however, will come when, after they have earned the right of leadership, they prove they can do better than has been done before.

Wails of dissatisfaction with the failure of the establishment to make life as perfect as young people think it should be are no substitute for the voice of experience, nor are they proof that the young have found better solutions. Instead, the wails generally prove that the wailers lack the maturity to understand the problems.

—Forrest L. Miller, *mathematics teacher, Northwood High School, Silver Spring, Maryland.*

The Language

First, a complaint: On page 55 of the December issue, you quote the Romance philologist Mario Pei as writing: "Greatest among the advantages of English is its immense vocabulary, which . . . permits us to express shades of meaning that other languages cannot fully attain." If Dr. Pei really means to claim that it is possible to say things in English that it is impossible to say in some other language, then the statement is certainly without substantiation and, in the light of modern linguistic and general anthropological scholarship, false.

Now for a word of praise: The article on teaching grammar by Thomas Lund, in the same issue, was very welcome. It has been my experience that too many educators either totally ignore linguistics (or consider it subversive because it claims that no dialect is inferior to any other), or else they expect it to provide a panacea to all the problems involved in teaching Johnny to write a coherent paragraph.

—Joseph F. Foster, *teaching fellow, Department of Linguistics, University of Illinois, Urbana.*

All-Day Kindergarten

Minnie Perrin Berson has suggested that some children of kindergarten age may receive positive benefits from an all-day school program (November). I agree. Under the right conditions, direction and supervision in a formally structured situation is good. I would stress, however, that the program for each child must be planned for his own needs—for socialization, rest, nourishment, and instruction.

Children come to our kindergartens with varying social, cultural, and experiential backgrounds. They differ in motor control and degree of mental ability and in their readiness to learn and to develop educationally, physically, and emotionally. Chronologically, some are nearly a year older than others.

—Earl Hoffman, *assistant professor, Department of Elementary Education, Northern Illinois University, De Kalb.*

I do not believe a six-hour day for the average five-year-old is justified. The harmonious balance of school routines and happy family associations should be the right of the five-year-old.

Three hours of supervised tasks and play are sufficient.

—Annabel Wagner, *substitute teacher, Cincinnati.*

NEXT MONTH

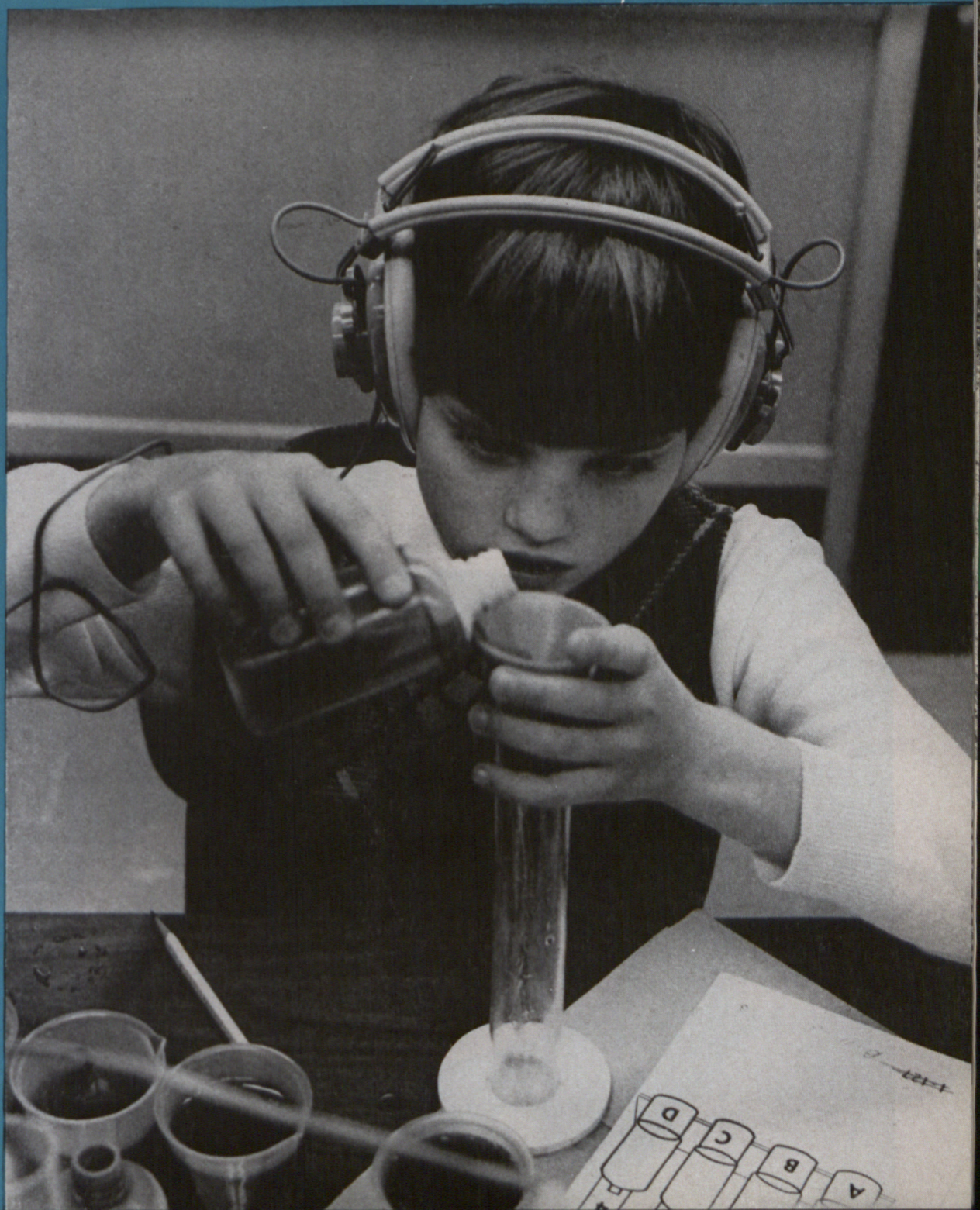
Progressive Education Is Far from Dead—indeed, according to an Educational Testing Service official, it is working successfully with learners of widely varied backgrounds at levels ranging from preschool through twelfth grade.

Teaching About Drug Abuse—The National Institute of Mental Health presents results of extensive research.

Special Feature on Differentiated Staffing—explains and explores many aspects of this subject and describes advantages and pitfalls.

Libby Koontz reacts—to a candid dialogue expressing varying student viewpoints on sex education and boy-girl relationships.

See How They Learn!



The Profession and the Media

The mirrored images of learning in the schools of our post-industrial society are presented in this portfolio of documentary photographs made in many kinds of schools in many parts of the land.

• **Technology has changed the frame of reference of all segments of** society. Via satellite communication, we know almost instantly events going on all over the world. Election results are predicted with considerable accuracy before the polls close. Frozen foods are made ready for the table within minutes in the containers in which they were originally frozen. Miracle fabrics make it possible to launder clothes and wear them without even the touch of an iron. We fly from coast to coast within a four-hour period. Astronauts circle the globe and look forward to landing on the moon in the near future.

This is our adult world, but it is even more the world of the young, who take for granted all the technological developments that have amazed us adults. And the young demand more.

How relevant are these facts to education? What do they mean in terms of the school? How ready are the schools to help students not only to live in today's "instant world" but also to contribute to the adult world of tomorrow? The hardest gap to bridge is not the generation gap but the gap between what is and what could be in the schools.

This fact has implications for educators and lay citizens alike. All must join forces to bring today's world of technology into the schools. This will cost money and demand drastic changes in curriculum and methods of teaching. The public must provide funds to furnish modern equipment and materials for the schools. The educator must readjust his approach to teaching and to learning. Is it reasonable—is it in the interest of society—to expect students to learn when outmoded equipment and methods of teaching are used in the schools?

Let us remember that the real world of the student is a blazing panoply created by a technological society. As educators we need to do more than just recognize the changes that the media are making in our way of teaching. We must incorporate new strategies of teaching and learning into the curriculum, into the school environment, and into our instruction. Since we are determined that man will not be controlled by machines but will use them to advance his purposes and goals, we must also give more attention to the humanistic use of media and to the worthiness of their content.

The late President John F. Kennedy gave to our profession the words that can be the challenge of the age:

"From those of us to whom much is given, much is required, and when at some future date recorded history sits in judgment on each one of us, our success or failure in whatever office we may hold will be measured by the answers to four questions: First, were we truly men of courage? Second, were we truly men of judgment? Third, were we truly men of integrity? And finally, were we truly men of dedication?"

We must use the new media, but we must use them wisely. The teacher has to be at the center of the decision-making process on what will be used and how it will be used, for he bears the ultimate responsibility for making technology work in education for the benefit of mankind. •

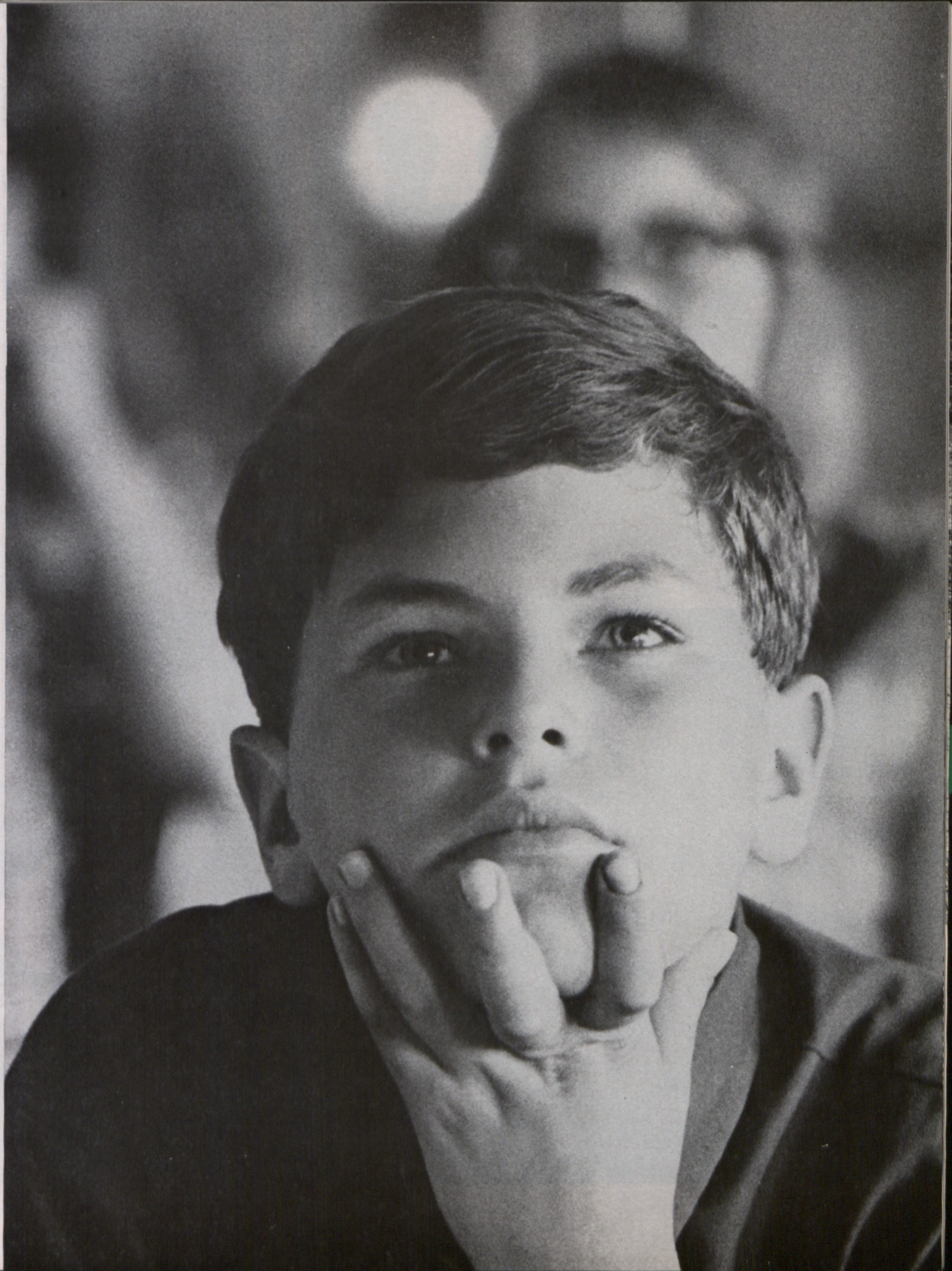
By **Elizabeth Koontz,** *NEA President, July 1968-January 1969.*

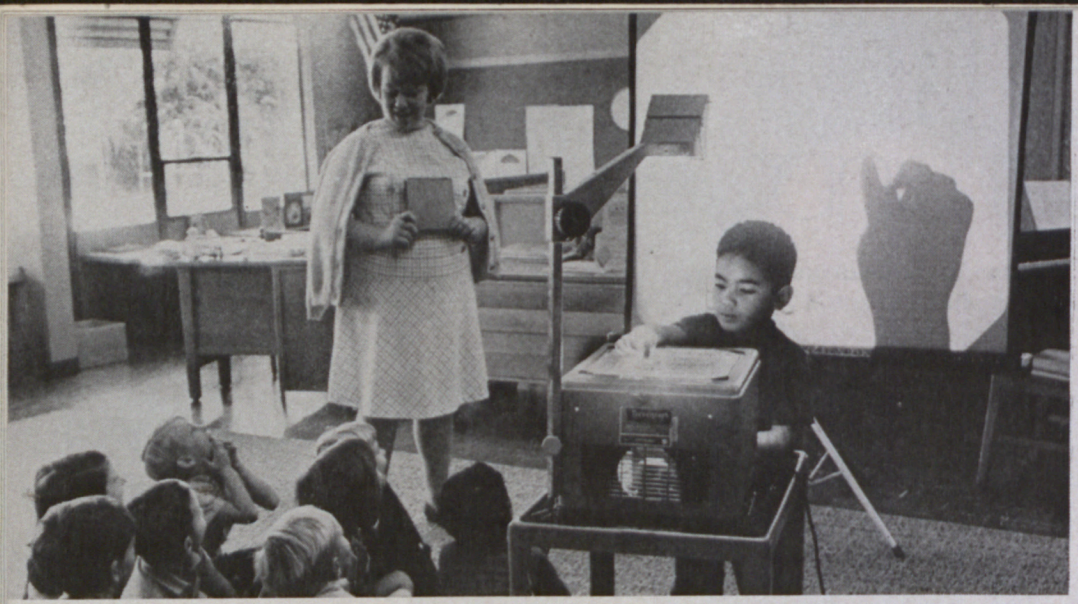
(See news item on page 3.)

The Child and the Media

At least one medium of communication is always needed to instruct the learner. A mix of chalk, print, and talk is the most common and in some cases the most effective. But effective teaching also assumes motivation, individual attention, and the excitement of discovery.

Learning is an individual activity, but the stimuli that make it possible come from an infinite universe of messages that require careful and humane management by the teacher.





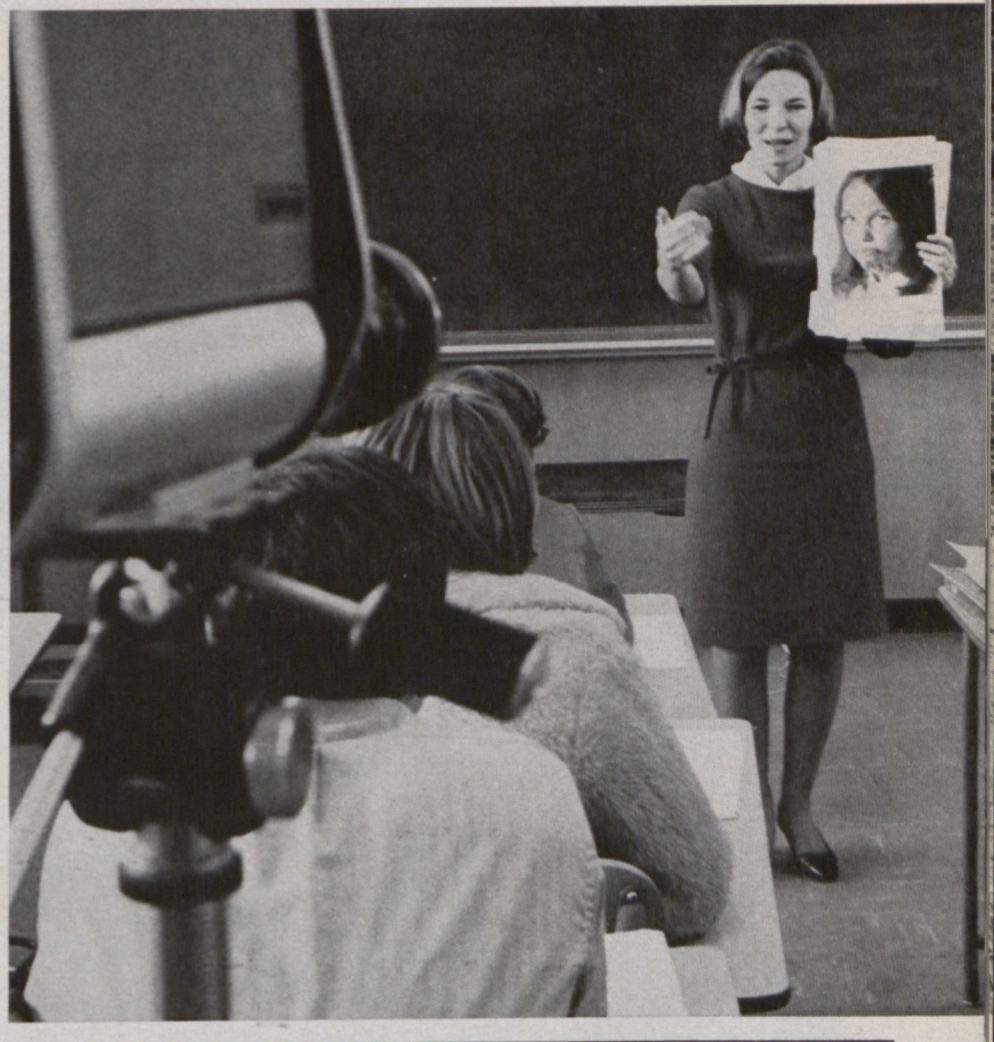
Technological developments reshape the substance and meaning of reality that make up the world of today's child. Projectors, earphones, and teaching machines—all are a part of life and learning.

Both mind and heart develop in the dynamics of an individualized and responsive learning environment where teachers are more concerned with humane ends than with technological means and where a medium of instruction is used, not because it is handy and possible, but because it is a planned and necessary part of a systematic learning program.

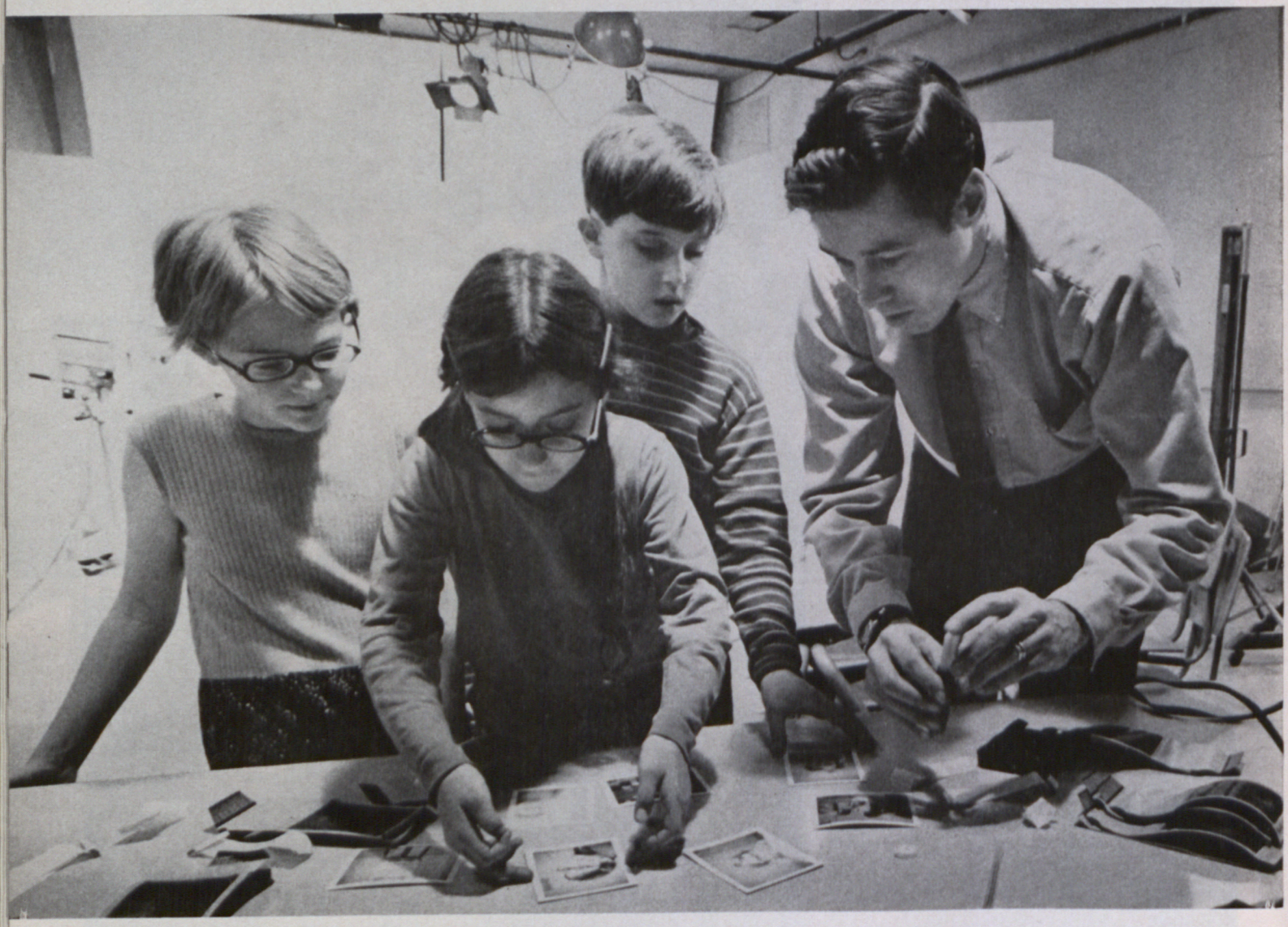
CAMERA

The Teacher and the Media

Teachers who are involved with educational media know that the machine can only be understood and appreciated in terms of human purpose and human consequence. Like the French teacher shown in the photos at the right, they are able to see and analyze their teaching techniques by studying videotape recordings of themselves in action, made in the classroom at their request.



Involvement with production, editing, and instructional use of media gives students and teachers new dimensions for understanding a world where direct experience is increasingly limited.



At the left, instead of laboriously writing his comments on student themes, the teacher tapes his critiques, which students can listen to individually at their convenience.

As the role of media in the learning process is better understood, and as media are more widely used by teachers, the functions of teaching will change. Instructional media in the school of the future promise a higher level of professionalism for the teacher, who will be freed for the more important human concerns and instructional decisions.

The School and the Media

CARLTON W. H. ERICKSON, *professor of education and director of Audiovisual Center, University of Connecticut, Storrs.*

• **The image of the educational process is changing as we have just seen.** Of course, no single school system has an instructional program involving all that we have shown, for the image presented here is a multiple view of many schools in many places.

How do educators make school media programs work? The answer to this question is complex: Some of its facets appear to be technological, spatial, and structural; others are financial, pedagogical, psychological; and still others—those at the very heart of the matter—are social. But basically, we know that people are central, that school administrators, media specialists, curriculum planners, teachers, and learners will prove to be the key figures in media development.

The fact that instructional change and innovation are the order of the day in American education will be reflected in *Standards for School Media Programs,* an important new publication soon to be released jointly by the American Library Association and the National Education Association.

The forthcoming booklet will appear to many to be an unrealistic document. This is not the case, however, for the committee preparing this document considered the destiny of media in relation to the staggeringly large job of education and agreed on its vast potential, regardless of the price tag and other difficulties of implementation. Developed over the last 18 months by a joint committee representing two NEA departments, the American Association of School Librarians and the Department of Audiovisual Instruction, this document represents an unrelenting drive to reveal the true nature of what media-service programs ought to be like in all the schools for all the pupils and for all the teachers in a technological age.

The following simulated interview discusses some of the questions most frequently asked with regard to the how of making school media programs work:

If I have to teach a full schedule of classes all day, how can I possibly get the time to prepare television programs, audio tapes, slide sequences, and guide sheets for individualized instruction purposes?

The answer is that you cannot possibly do it. You need help, released time, and facilities.

How will equipment, materials, and media specialists help make the life of the teacher more rewarding?

Professional staff will help him learn new skills and set up new kinds of activities where he won't be pinned down so continuously with minutiae. The extra equipment and new content materials will be arranged so as to

do some of the burdensome teaching for him and thus free him for new and challenging professional activities, such as guiding independent study projects.

What is meant by the term media specialist, *and how many will be required to operate an advanced program in an elementary school with 1,000 pupils?*

A media specialist is a person with broad professional preparation in educational media who is qualified to teach.

A school of 1,000 which has a unified and comprehensive program with proper logistic support will very likely need at least four media specialists and eight supportive media aides and/or technicians who will provide printed materials as well as the various audiovisual media services to teachers and pupils.

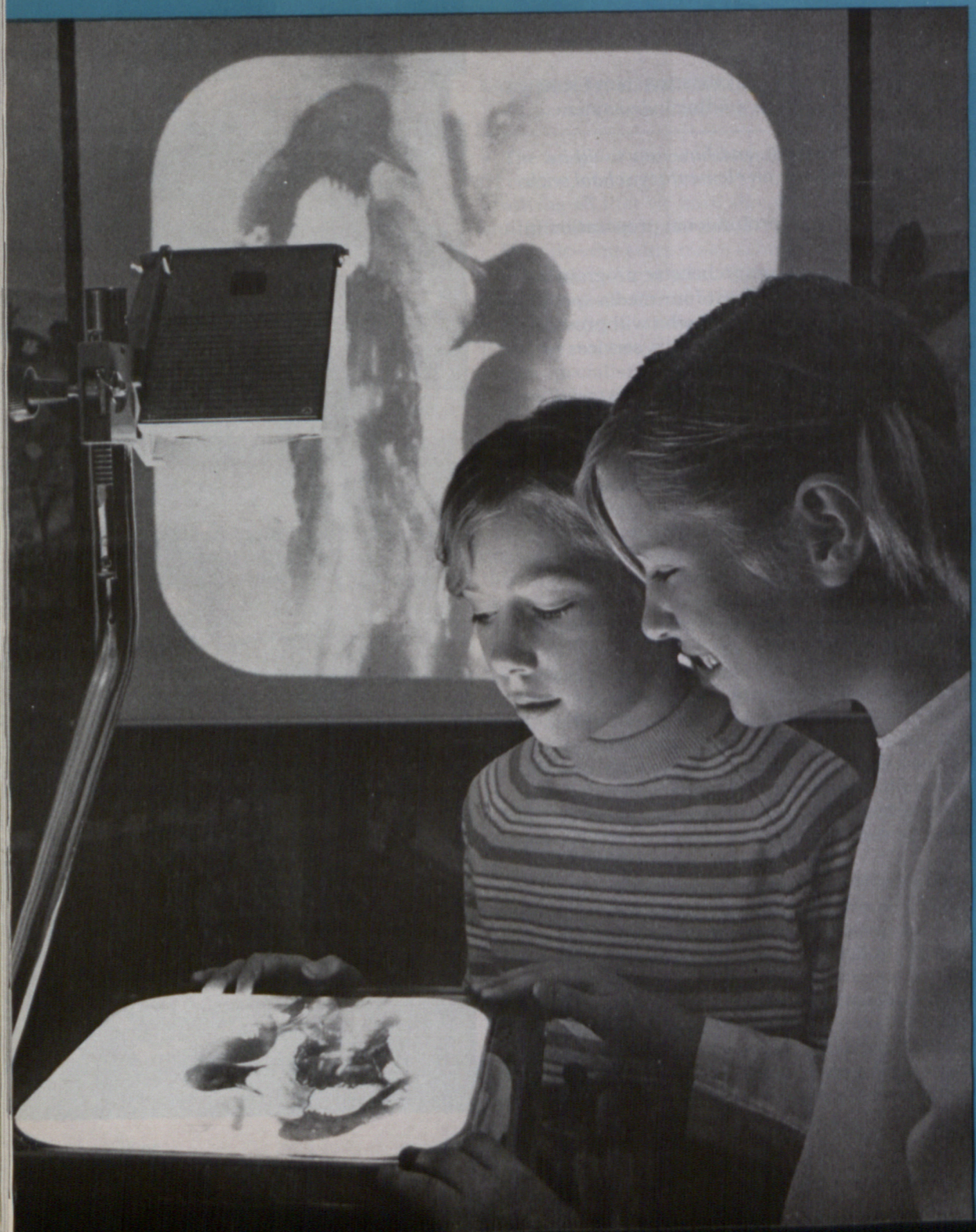
What do you estimate the recurring and/or maintenance costs will be annually on a per-pupil basis for such a program?

The minimum level ought to be 6 percent of the national average per-pupil, school-operating cost. The base cost figure used was $619 per pupil. This would mean an annual outlay of $37 per pupil in a school of 1,000 for new media, extra copies and/or prints, and replacements, together with materials needed to make special-purpose media, such as tapes, slides, transparencies, and models. This figure would not include staff costs, outlay for textbooks, reference materials in classrooms, nor would it include television or other fixed installations.

Can you give an estimate of the price tag for the library books and audiovisual media in an elementary school of 1,000?

Assuming it meets the 20-volumes-per-pupil standard, the book price tag alone will likely amount to $100,000. The audiovisual media (excluding equipment) needed by all the teachers and pupils would cost another $100,000. Such media would include videotapes, a large filmstrip collection, 8mm films, maps and globes, as well as a share of the cost of a large 16mm motion picture collection handled by your school district, to mention a few. These expenditures should be considered initial or capital outlay costs, as would be the case for new schools.

Teachers have a right to know what their school's schedule is for implementing a modern-day media program that will make it possible for teachers to be more effective professional workers. Some schools have increased drastically their media collections and media-service staff in the past five years, and if this tempo is continued they will be able to meet the new national school media standards in a few years. In some cases new schools are being planned to include the heavy cost of initial media materials, equipment, and fixed installations in bond issues. Yes, teachers should have reason to look ahead confidently to excellent media services to enhance their professional work with children. •



"See How They Learn!" was produced by the NEA Department of Audiovisual Instruction in cooperation with the staff of *Today's Education* and with assistance from the Educational Facilities Laboratories, Inc., New York.

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Assisting the editors were Joseph M. Conte (Washington Intern in Education) and C. James Wallington, NEA Division of Educational Technology.

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A recent survey indicates that teaching adults results in

A DEEPER UNDER-STANDING OF CHILDREN

VIRGINIA F. BANKS, *consultant, Adult Basic Education, Colorado State Department of Education.*

• **Bessie was a tiny, intense five-year-old in the kinder**garten class. Usually her energy and concentration in accomplishing play-work tasks were unexcelled. One day the children were trying their skill with a commercial "button-up" device designed to improve finger dexterity. Some completed the task quickly and correctly; others found it too big a challenge.

"It's your turn, Bessie," the teacher reminded her, thinking the little girl would enjoy demonstrating her skill as a buttoner.

"I don't want to do it," replied Bessie.

"You don't want to? But why not?"

"Because it's just too silly." Bessie's voice was almost a whisper.

"Silly?"

"Can't you see? It doesn't button up anything."

The teacher, Lucille Beede of Torrington, Wyoming, nodded her head in agreement. She understood. "Even a five-year-old wants what she's learning to make sense," says Mrs. Beede. "A few years ago, I might have insisted that Bessie do the exercise. But teaching adults has shown me I would have been in error."

Mrs. Beede is one of many teachers in the Rocky Mountain region who are teaching both children and adults and are gaining much insight in the process.

Recently teachers from the Rocky Mountain states who teach in grades K through 12 and in adult basic education classes were surveyed about their dual roles. They were questioned about how their experiences teaching adults have affected them and their work with elementary and secondary students.

The results of the survey indicate that the effects have been positive and far-reaching for both teachers and students. The teachers surveyed emphasized that: (a) teaching adults—most of whom are parents—provides a new and deeper understanding of children; (b) the teacher's ability to relate to his students can affect their capacity for learning and their feelings about themselves; (c) children need more training in interpersonal relationships; (d) activities in the classroom must be relevant to the needs and abilities of the individual student; and (e) a teacher gains new insights into himself and his profession when he works with adults.

Naturally, the teachers who were surveyed have had the usual contacts with parents at after-school

conferences and PTA meetings. Yet, they feel they have much more open and revealing discussions with parents in their adult classes. There, inevitably—or so it seems—adults freely discuss the problems they face as parents and their concern for the welfare of their children. And teachers listen and learn. Dovie Goodwin, of Ogden, Utah, remarks: "I have more appreciation of the children I teach since I know some of the problems of their parents."

Teachers in the adult basic education programs learn something about behavior problems in the classroom, too. Mildred Brehm, an instructor in the Employment Orientation Program in Casper, Wyoming, remarks that some of the unfortunate characteristics she has seen in her elementary school students also show up in students in adult classes. "There are the show-offs, the goof-offs, the doodlers, the dawdlers, the ones who fizzle out after a fast start, the ones who resist any kind of responsibility, and the painfully shy." Mrs. Brehm believes these behavior problems result from feelings of inadequacy.

Other teachers agree. They have seen for years the crippling effects of low self-esteem on students—especially young children. And some even admit that teachers are sometimes responsible for destroying a student's confidence in himself. "It is a sobering experience to try to help adults who in years past have been injured by school experiences. You see the whole chain reaction so clearly. It makes you more sensitive to the children in your own classroom and aware of what you are doing to them," says one teacher.

A student's opinion of himself affects his relationship with others. And so teachers of adults are keenly interested in teaching their students how to get along with others. The teacher who sees undesirable or crippling traits in adult students tends quickly to notice the first traces of them in young children. He realizes that there is likely to be a connection between the first grader who throws rocks on the school grounds and the man who can't get along with his fellow workers or the boss.

While general background material is presented in adult classes, very specific, practical information must be taught too. The immediate problem for an adult student may be passing the written test for a driver's license, filling in a job application form, or learning to write his name.

Mrs. Beede's experience with a young father in her evening class illustrates the point. "John had a pretty good job. He told me he joined the class because he wanted to learn to spell. But none of the techniques we used seemed to help him. Then we talked about banks and checking accounts in arithmetic class, and suddenly John found his reason for learning: If he were ever to have a checking account, he would have to learn to spell the months of the year, the names of people and firms, and the amounts for which the checks were to be written. In six months John learned to spell scores of words."

An adult class, faced with the demands of a world in which there is no time to lose, wants to learn information that will be of immediate benefit. Many teachers of adults feel that the elementary and secondary schools failed to meet the short-term needs of these same individuals as they progressed through the grades. Perhaps this explains why so many of the students in adult classes were teen-age dropouts.

Realizing this, teachers in adult education programs are more sensitive to the immediate needs and goals of young people in their regular classes. "Perhaps young people, as well as adults, know what they want. We need to listen to them," comments Marguerite Johnson, a guidance counselor in Hanna, Wyoming. "Every student can and should be reached in some way. The number of young people dropping out of school is a disgrace to the teaching profession. It is our duty to find some way of interesting them in their education."

Darrell Stanley, of Glenwood Springs, Colorado, agrees that reaching students' immediate needs could prevent some from dropping out. "Most adults coming to our classes have learned the hard way what skills they lack. If we put off giving them the help they need, they leave class. Children also give us signals of their intention to drop out, but we don't recognize them or we are too slow about changing what we are doing."

Teachers of adults also develop fresh attitudes and new teaching techniques. Bonnie Beck, an enthusiastic teacher in Grand Junction, Colorado, feels she has benefited immeasurably from teaching adults. Now she finds she is—

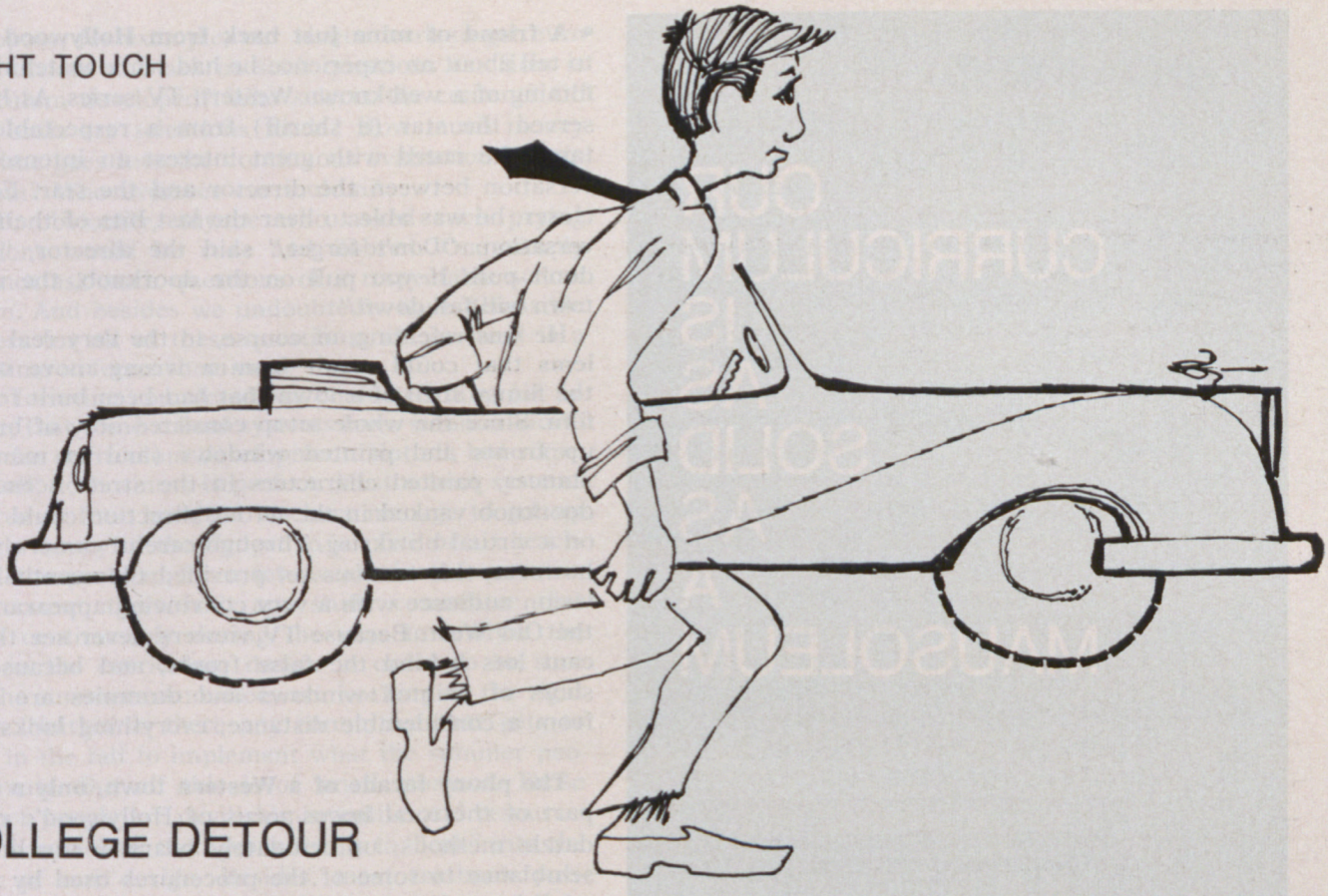
Less timid about trying new approaches in her high school classes.

More aware of each individual student no matter how large the class.

Better able to help teen-agers in her regular classes with their reading problems—even though she has had little formal training in the teaching of reading.

A more confident, more flexible person in any classroom.

Only after teaching adults have many teachers realized so keenly the indelible impressions left on their students by elementary and secondary teachers. Everything that happens—or doesn't happen—to a child in the classroom is reflected in the adult that child becomes, an adult who may return to another classroom, sometime, somewhere. Perhaps more than any others, these teachers in a dual role understand the significance of that line from Wordsworth, "The Child is father of the Man." •



COLLEGE DETOUR

Paul Croy, *retired; former guidance counselor, Senior High School, Sandpoint, Idaho.*

• **I called Hennery into my office the other day.** Hennery is not his name, but I shall use it to protect the innocent, as they say on TV.

"Hennery," I said, "your IQ is 20 points above the average, your grades have been good in past years, and yet now you're failing in three subjects. How come?"

"Well, sir, I don't have time to study, and I don't get enough sleep."

"Those are two first-rate excuses, Hennery. Just who's robbing you of your study time, and who's keeping you awake?"

"No one is keeping me awake, and no one is robbing me of my study time. It's just that I have two jobs."

"Why I thought you lived at home, Hennery. Do you have to pay room and board or something?"

"No, sir, nothing like that. But you see, I have these two cars. I couldn't keep the old one running, so I put it on blocks and bought another one. I'll have the old one paid for in two more payments, and then I'll only have to make payments on the other one."

"Why do you need a car, Hennery? I thought you lived on a school bus route."

"Oh I could ride the bus all right, but us guys with cars just don't do that. Besides, what I really need the car for is to drive to work."

"Where do you work, Hennery?"

"I work weekends at the ski lodge and three nights a week at the P and E Lumber Company."

"How much money do you have in your savings account, Hennery?"

"I don't have a savings account, sir. I told you I owe all this money on my cars, so how could I have a savings account?"

"Now don't be impatient with me, Hennery. I'm a little slow but I'm trying to get all this straightened out to see if I can help. You have to have a car so you can get to work, and you have to work so you can make payments on your car, and then there's no money left for savings. Wouldn't you be better off to sell your cars, quit your jobs, and ride the school bus so you could have plenty of time to study and get some passing grades?"

"I couldn't do that. You see I have to get this car paid for because I'll work full time next summer and then I'll have enough to do it."

"To do what, Hennery, go to college?"

"No, to trade my car in on a new one.... Sir, are you sick or something? It seems like you are sort of shivering."

"No, Hennery, nothing like that. I guess my heart just skipped a few beats. Could you come see me again tomorrow? I have a problem to work on."

"What's the problem, sir?"

"I want to find out how many college educations are sitting on the student parking lot."

"Could I help you with it?"

"I'm sure you could, Hennery, but you can't afford the time. By the way, I thought you told me last year that you planned on going to college."

"Yes, I do."

"And what are you planning to study there?"

"Business, sir.... Hey, you out there in the office, come in here, quick! I think the counselor has fainted." •

YOU MAY NOT AGREE BUT . . .

OUR CURRICULUM IS AS SOLID AS A MAUSOLEUM

says **GIRARD D. HOTTLEMAN**

• **A friend of mine just back from Hollywood likes** to tell about an experience he had while watching the filming of a well-known Western TV series. As he observed the star (a sheriff) from a respectable distance, he noted with great interest an intense conversation between the director and the star. Edging closer, he was able to hear the last bits of their conversation: "Don't forget," said the director, "push, don't pull. If you pull on the doorknob, the whole town will fall down."

He was referring, of course, to the very real problems that could result from a wrong move within the flimsy shell of a town that had been built for the film. Since the whole setup consisted only of braced-up fronts and painted windows (and in many instances, painted characters in the street scenes), a doorknob yanked in the wrong direction could bring on a virtual blitzkrieg. Through careful camera work, however, this tenuous set provided the eventual television audience with a very convincing appearance of the Old West. Because TV viewers never see the vacant lots behind the false fronts, and because the shots of painted windows and dummies are made from a considerable distance, everything looks real.

The phony facade of a Western town, only a small part of the total hocus-pocus of Hollywood's razzle-dazzle methods, unfortunately bears a startling resemblance to some of the procedures used by many school systems throughout the country. Too often we parlay token gestures and public relations into a false-front image, and as elaborate as we may be with our colorful facade and our fidelity to detail, what we've built is hollow and not too well braced. One good pull could bring it all crashing down.

A good illustration of such behavior is the way we are currently proceeding in curriculum development. Curriculum is the total substance that teachers attempt to convey to learners. Curriculum design is the way in which we order or relate the various elements of that substance. The various ways we use to convey the substance are called methods. Any attempt we make to improve that substance is called curriculum development.

Now, as any lay citizen would conclude, curriculum, since it represents the total substance of the business of education, must be very important. I'm sure that a stranger to our civilization, on being told what curriculum is, would remark, "I suppose this curriculum is very carefully selected, meticulously put together, and continuously analyzed and improved in order to create the best possible experience for students." Such an observation, despite its apparent logic, would lead most of us to blanch. We would probably hope that the impertinent fellow would quickly get on the next plane to Timbuktu, because we all know that the whole matter of curriculum receives only passing interest in most of our school systems and that careful scrutiny of what we are doing about it would cause great embarrassment.

Mr. Hottleman is director of educational services for the Massachusetts Teachers Association.

Suppose, for example, our visitor were to get even more curious and ask us such questions as: How is curriculum developed? Who selects the content? On what basis are selections made? How much money and time goes into the continuous evaluation of curriculum? Who oversees curriculum?

Well, obviously, anyone who asked such prying questions would be rude and ill-bred. One simply does not ask such questions of a respectable school system. And besides we undoubtedly have defensible answers for all of these questions; all we need is a little time to ferret them out.

Our ferreting completed, we could tell him, for instance, that some school systems have summer workshops for curriculum development. Not all, but some. After all, no business is perfect. Most school systems of three or four hundred teachers manage to get up enough money in the budget to set five or six teachers at the problem for a few weeks in the summer.

Of course, there isn't any study committee that works continuously during the year to analyze the flaws in the curriculum design in order to be sure that the summer committees are working on the right things. Neither is there any committee that gets to work in the fall to implement what the summer people create. But all this is of small moment. Those summer people are devilishly inventive and resourceful, and somehow their work seems to "leak" into the fabric of our design. Besides, most textbook publishers are pretty good at all of this and if you follow along from one text to another, things do seem to make a lot of sense.

Curriculum directors? All right, Stranger, you asked for it. We've got one. In fact, he's a crackerjack. He's so good at his job that he can coordinate the entire school system and still have time to make out the school budget for the superintendent, arrange the school bus schedules, run the evening school program, and supervise all of the principals. That's pretty good when you consider that he never had any special training for all this, but by dint of many years of experience, he's gotten a good "feel" for it.

As you can see, Stranger, we've got answers for you, good answers. Our business is run by public funds and we're highly responsible people, educators are. We know it's not our money, but the public's, and we refuse to waste one cent of that money if we can help it. After all, it's a public trust. Now look at industry. What shocking waste! Why, do you know that industry spends between 20 to 30 percent of its income on research and development? Do you know that many industries employ highly paid teams of men who do nothing but research, analyze, evaluate, and modify their products? Do you know that industry almost universally markets a pilot sample of a product before mass-producing it and that the pilot experience is evaluated in great detail by teams of highly paid consultants?

You'll be happy to know that none of this is true in education. We spend less than one percent of our budget in research and development. We don't fool around with expensive analysts, consultants, pilot studies, and all those other tax dodges. No sir. We've got a curriculum. It's basically the same as when we went to school and in many cases it's the same as when our mothers and fathers went to school. If it was good enough for Mother, it certainly must be good enough for this generation. So why don't you just get on that next plane to Timbuktu and stop asking silly questions?

Oh, and before you go. . . . Go ahead, pull any doorknob. Pull or push; we don't care. You'll see. Solid as a mausoleum. Gee, what a guy. I'll bet he was the kind of kid who used to want to tug on Santa's beard. Some people have no faith at all. None at all. •

TEACHER OPINION POLL

Teachers' Right To Suspend Students

"Should teachers have the right to suspend unruly students from their classes (not from school) without the approval of the principal?"

More than 6 in 10 teachers answered "Yes" when asked this question in a recent Teacher Opinion Poll. About 3 in 10 said "No." The rest were uncertain.

The survey, which questioned a scientifically selected sample of the nation's public school teachers, also revealed that more secondary than elementary school teachers, and more men than women teachers, approved of teachers' having authority to suspend students from class.

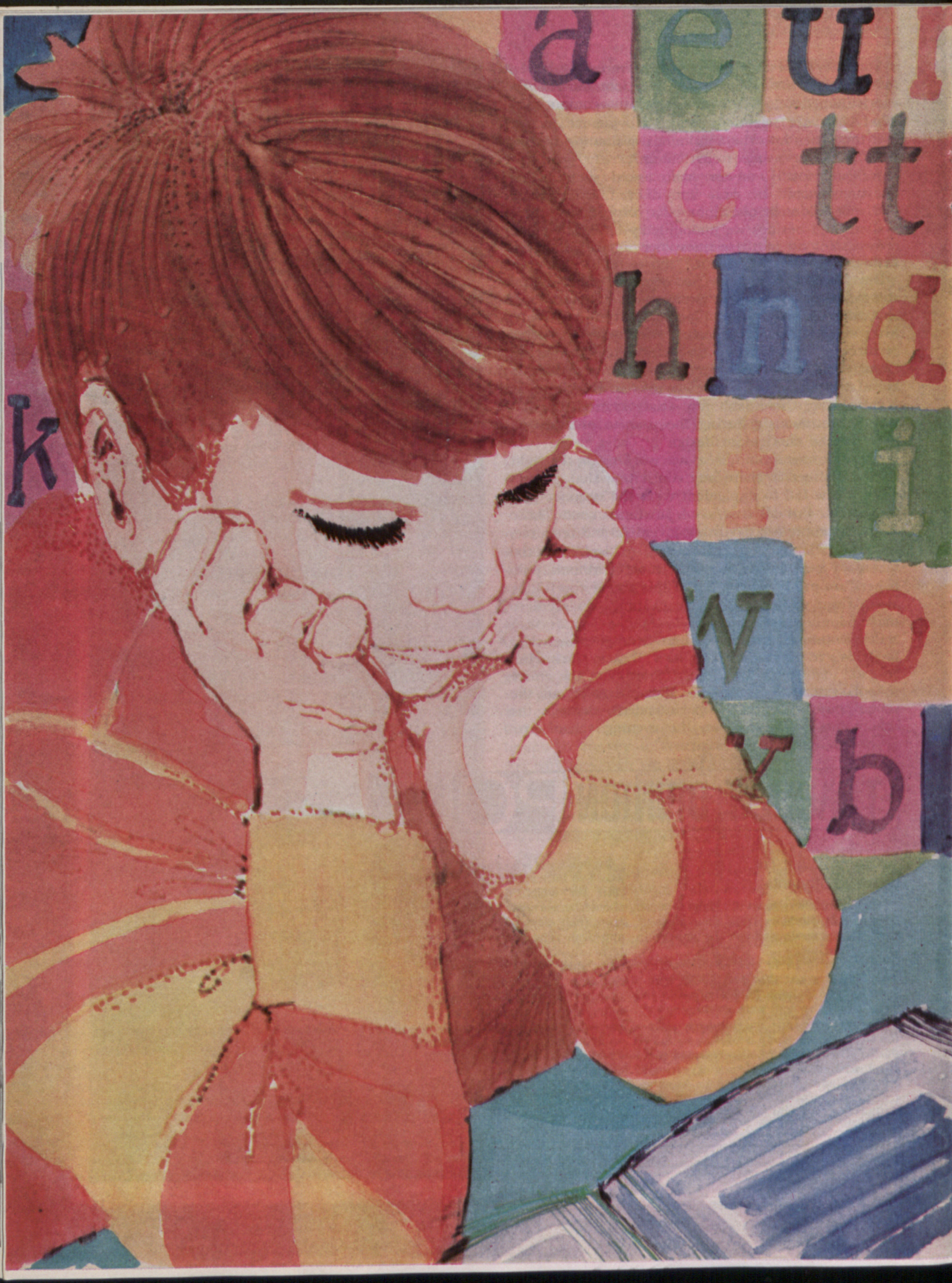
	Total	*Elem.*	*Sec.*	*Men*	*Women*
Yes	62.6%	54.4%	71.0%	72.7%	57.5%
No	29.4	36.1	22.5	20.3	34.0
Uncertain	8.0	9.5	6.5	7.0	8.5

Respondents who answered "Yes," were asked to indicate the maximum length of time for which they believed teachers should be permitted to suspend students from their classes without the principal's approval. The majority favored short-term suspensions, not exceeding three days, with the largest proportion recommending suspension only for the remainder of the class period. However, more than 15 percent said they thought teachers should have the right to suspend students from their classes permanently. Permanent suspensions hold the approval of one-fourth of all secondary teachers.

The explanations of those checking "Other" indicated a desire for flexible arrangements, relating the length of suspension to the seriousness of misbehavior, the grade level of the student, whether or not it was a first offense; and recommending a conference with parents before reinstatement.

	Total	*Elem.*	*Sec.*	*Men*	*Women*
Remainder of class period	37.0%	55.0%	22.9%	19.4%	48.3%
Up to 3 days of classes	21.8	20.9	22.5	23.4	20.7
Up to 1 week of classes	10.2	7.3	12.6	13.9	8.0
Up to 1 month of classes	1.2	0.5	1.7	1.9	0.7
Permanently	16.5	5.2	25 3	24.8	11.1
Other	13.3	11.1	15.0	16.6	11.2

No significant difference of opinion appeared among teachers in urban, suburban, and rural communities. However, in the Southeast, 40 percent of teachers were opposed to the suspension of students without approval of the principal, in contrast to 30 percent or less in other regions.—**NEA Research Division.**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Beginning Reading: Where Do We Go from Here?

JEANNE CHALL, *professor of education, Harvard University, Graduate School of Education, Cambridge, Massachusetts.*

• **After immersion in the problems** of beginning reading—analysis of research, interviews with authors and proponents, analysis of programs, talks with teachers, and observations of classrooms—I wrote *Learning To Read: The Great Debate.* The book includes a report on the research (made possible by a grant from the Carnegie Corporation of New York), some conclusions, and some recommendations for beginning reading programs. The book is not a methods manual; it does not present a method that will prevent all reading problems. What it is, I hope, is an invitation to discussion, to challenge, to action.

In the first place, a change of methods seems indicated. Most of the children in the United States, at the time I was doing the study, were being taught to read by what I termed a *meaning-emphasis* method—a method that puts first and major stress on reading words, sentences, and stories, and on reacting to pictures, the meanings of words, and the content of what is read, with later and rather limited practice in learning the alphabetic code.

Yet, as I interpret the research that was carried on from 1912 to 1965, an initial *code-emphasis* method—one that emphasizes learning of the printed code for the spoken language—produces better results, at least up to the end of third grade. There is some evidence, too, that this is particularly true in the case of children of average and lower ability, children of low socioeconomic status, and those who are predisposed to reading failure for a variety of other reasons.

Although beginning with the printed code is no guarantee that all children will learn to read easily, the evidence does seem to indicate that beginning this way can improve the situation somewhat. I think that we should at least try for this improvement.

This recommendation seems a rather simple one, but carrying it out is not simple, because it involves publishers, administrators, school boards, reading specialists, teachers, parents, and teachers of teachers, as well as researchers.

For publishers, especially the publishers of the most widely used basal series, following my recommendation would mean a revision of their programs to teach the code earlier and in a more systematic manner. (Many have already done this, and many are in the process of doing it.)

Such a revision may involve tremendous expense. More important, it means a modification in authors' and publishers' views of the beginner's major task in learning to read. Not only will the books for the primary grades have to be revised, but the readiness books as well, for if the first task is learning what the printed words say, then we should expect the readiness books to call for more work on letters and sounds and possibly on early phonics. The manuals and the readers for the first and possibly the second grade will probably need to devote more time and space to teaching the code, either through phonics, spelling, writing, or some combination of these.

Judging from the new programs produced in the past five years, I would say that most publishers will be going in the code-emphasis direction. However, since there are many different ways of teaching the code, the question arises as to whether they will select a phonics program, one of the so-called linguistic programs, or a modified alphabet, such as i/t/a. The answer will no doubt depend on their interpretation of the existing research evidence. I hope that as they develop their programs, they will do some reading research of their own.

For administrators and reading specialists, following the recommendation means taking a good hard look at their reading programs and the results they have been getting. The answer to any question of whether a school or a teacher should change methods or materials lies in the achievement of pupils in the light of their potential.

Where a need for improvement

is indicated, administrators and reading specialists should consider what emphasis their beginning reading programs are giving to learning the alphabetic principle. If they find no such emphasis and choose to follow my recommendation, they must then decide whether they will adopt a complete code-emphasis program or a supplementary one, and which of the numerous code-emphasis programs they should select.

School systems where a change of reading approach seems indicated will be faced with the question of whether all teachers should adopt the change or only those whose pupils do not achieve as well as they might. In the report I say that some teachers may already be doing better than any published or "scientifically" developed program can help them to do. To make such teachers change would be self-defeating.

Generally, my suggestion is that any contemplated change should be discussed, understood, and accepted by those who will be involved in carrying it out. This means that teachers, administrators, parents, and school board members all should take part in discussions and decisions. If new materials or programs are adopted, it is particularly important that teachers understand the reasons for the changes and essential that they receive the training necessary to use the new methods and materials effectively.

Once a new program is adopted, it needs to be evaluated. Since teachers and administrators involved in a new program should have confidence in it and a strong desire to make it work, they can hardly be expected to be impartial researchers. But an educational psychologist from a university can be invited to evaluate the strengths and weaknesses of a new program. School systems trying out more than one program can weigh one against the other to determine which does the job better for certain children and for certain teachers.

My first recommendation to teachers of teachers of reading is to examine their basic methods courses. Do the courses devote enough time to teaching future teachers the relationship between the sound and spelling system of the language? To the different ways of teaching children to decode words? Are prospective teachers receiving sufficient information about the many new published programs or the many new ways of teaching reading and how they can be used most effectively?

Since both earlier research and more recent U.S. Office of Education Cooperative Research Reports that deal with this subject indicate that knowledge of letter names and sounds at the beginning of first grade is highly related to reading success at the end of the first two grades, it would be well to examine whether kindergarten and nursery school teachers know enough about beginning reading methods to help prepare children for the actual task of reading. Couldn't letter names and sounds be learned in kindergarten and even earlier?

As for parents, my study indicates that even before their children enter school, they can do much to help them learn to read by encouraging interest in books, printed words, letters, and sounds. Parents should not be afraid to teach in a way that may be different from that of the school. Most research evidence indicates that the child who knows letters and sounds and who is interested in and can recognize some printed words at the beginning of first grade does better in beginning reading regardless of what method is being used at school.

For the researcher, the consideration of a change of method opens many questions: For example, is one type of code-emphasis better than another and if so, for whom and why? What aspects of the different code-emphasis approaches are significant? Are sounding and blending essential? Is writing? Or saying the names of letters? Is the discovery of the sound-letter relations through the use of regularly spelled words more or less effective than direct teaching of these relations?

Still another important question is: What is the best possible balance between coding and meaning practice at the beginning? The rough distinction I made between code-emphasis and meaning-emphasis was a relative one—based on the programs analyzed. It does not mean that code-emphasis programs do not give the child practice in reading for meaning and for pleasure. Nor does it mean that the meaning-emphasis programs do not give the child practice in decoding. It may be that if we give too heavy an emphasis to decoding, we may get some harmful effects. The question is: How much is too much?

Another question for the researcher is: What happens after grade three? Do the differences resulting from the two emphases disappear? If so, can this be attributed to the fact that the initial code-emphasis doesn't matter in the long run? Or does it mean that reading programs in the intermediate grades need to change in order to make the most of the advantage that initial code-emphasis programs tend to produce?

After we look at method, we must examine the content of materials. We don't know how much of a difference content makes in the first steps of learning to read. We generalize that, in the long run, attitudes toward reading and attitudes in general are probably affected, but we have no hard evidence for this widely held generalization. How essential is it to have the beginning stories relevant to the experience of the children? What is relevant? Are illustrations essential for maintaining interest and for developing beginning reading skills? Is it possible that illustrations may even distract the beginning reader from the major task of learning to read?

Next, we need to reevaluate the grading of materials. Until the late 1950's and early 1960's the vocabularies of basal readers for the primary grades became ever more restricted. Little experimental evi-

Dr. Chall spoke at greater length on this subject at the Seventeenth Annual Reading Conference at Lehigh University. Her address was carried in full in *Reading: Isn't It Really the Teacher?* edited by Charles J. Versacci and Nancy Larrick (Danville, Illinois: Interstate Printers and Publishers, Inc. 1968), a report of the Lehigh University symposium on Dr. Chall's book, *Learning To Read: The Great Debate*, McGraw-Hill, 1967.

dence exists to show that this was valuable to children learning to read; indeed, it may have retarded them. Even with a meaning-emphasis method, children can learn to recognize more words than are commonly introduced in the most widely used basal reader programs.

I believe that greater emphasis on learning how to make out words, how to sound them out, and so on, can make it possible to use larger vocabularies in the readers and other material for the early grades, and thus content can be improved. Furthermore, with early mastery of decoding skills, the child can become independent at an earlier age and move away from a reading diet restricted to textbooks.

Even before publishers make changes in vocabularies and content, I suggest that we take the ceilings off the readers. If a child can read independently on a level two or three grades above his grade placement, it seems to me that he is being held back when he receives his basic reading instruction from a reader that is on his grade placement level.

We need new reading tests. The existing standardized reading tests measure a conglomorate of skills and abilities at the same time. As I see it, the teacher needs simple tests that can get at the separate components of reading, such as tests of word recognition, tests of mastery of the alphabetic principle, and tests of reading and listening comprehension. Trained remedial teachers or clinicians do use tests like these, but I think we need simpler ones for classroom teachers to use. Such tests would make it possible for them to individualize instruction for 30 or more children. From them, the teacher could learn quickly each child's strengths and weaknesses, not only from semester to semester, but from month to month or week to week.

We need better research. We need laboratory as well as coordinated longitudinal studies that can give us some definitive answers, so that we don't keep researching the same issues over and over again. Reading specialists cannot carry out such research unaided, nor can it be done without government or private foundation support. It needs the concerted efforts of psychologists, linguists, neurologists, curriculum specialists, and many others.

Further, since research never stands still, we will need periodic syntheses of the relevant research on specific issues. The findings on these issues should be disseminated in a form that is useful not only to researchers and reading specialists, but also to those directly involved in the production, selection, and use of reading programs—authors, publishers, teachers, administrators, board members, and parents.

As we learn more about how children learn to read, we must address ourselves to many issues that may be even more important than the five recommendations given above.

First, we need to know more about the expectations teachers, schools, and communities have of the reading achievement of children. First graders I observed ranged all the way from those who had not even started learning to read at the end of the grade to others who were reading on an eighth grade level. True, the children did not have equal intelligence, as we measure it, but I think a more important factor was what was expected of them.

A recent study by Robert Rosenthal bears this out (1968). When teachers were informed that certain children (selected by the experimenter at random) could be expected to show a spurt in intellectual development, they did improve more in tested IQ and achievement than others equally able but not so designated.

Understanding the role of teachers' expectations may be especially important in raising the reading achievement of culturally disadvantaged children. Their low achievement can be explained, at least in part, by our low expectations of them.

We need to know more about the role of the teacher in the reading achievement of pupils, for it is the teacher who applies any method. We need to know what it is that the teacher who gets good results actually does.

In one of the USOE Cooperative First Grade Studies, Shirley Feldmann and I found that what teachers did had a great deal to do with the reading achievement of their pupils, even when the pupils' readiness and the teacher's experience had been controlled (1966). Similarly, Robert Dykstra in his summary of the results of the USOE Studies at the end of second grade noted that while method did seem to make a difference (with the programs having a higher decoding component leading to better word recognition and spelling, although not always to greater comprehension), the wide differences among classes and school systems using similar methods indicated the importance of the teacher (1967).

And we need to take a look at the amount of time that is actually spent on reading. As I have observed classes and analyzed some of the major reading programs, I have been taken aback by the tremendous amount of time that teachers spend in talking and by how often the teachers' manuals instruct the teacher to talk. Only a comparatively small amount of time is allotted to the pupils for reading.

Finally, we need to check on the way new teaching equipment is being used in the classroom. With the new self-teaching aids that are now available in most schools, children ought to be getting a lot more reading practice than they have been.

And where do we go from here? So far, the beginning reading stage has been the major concern of the reading debate. Now we must go on to the problem of later reading. If we don't go into it seriously, it may become a subject for debate ten or twenty years from now. •

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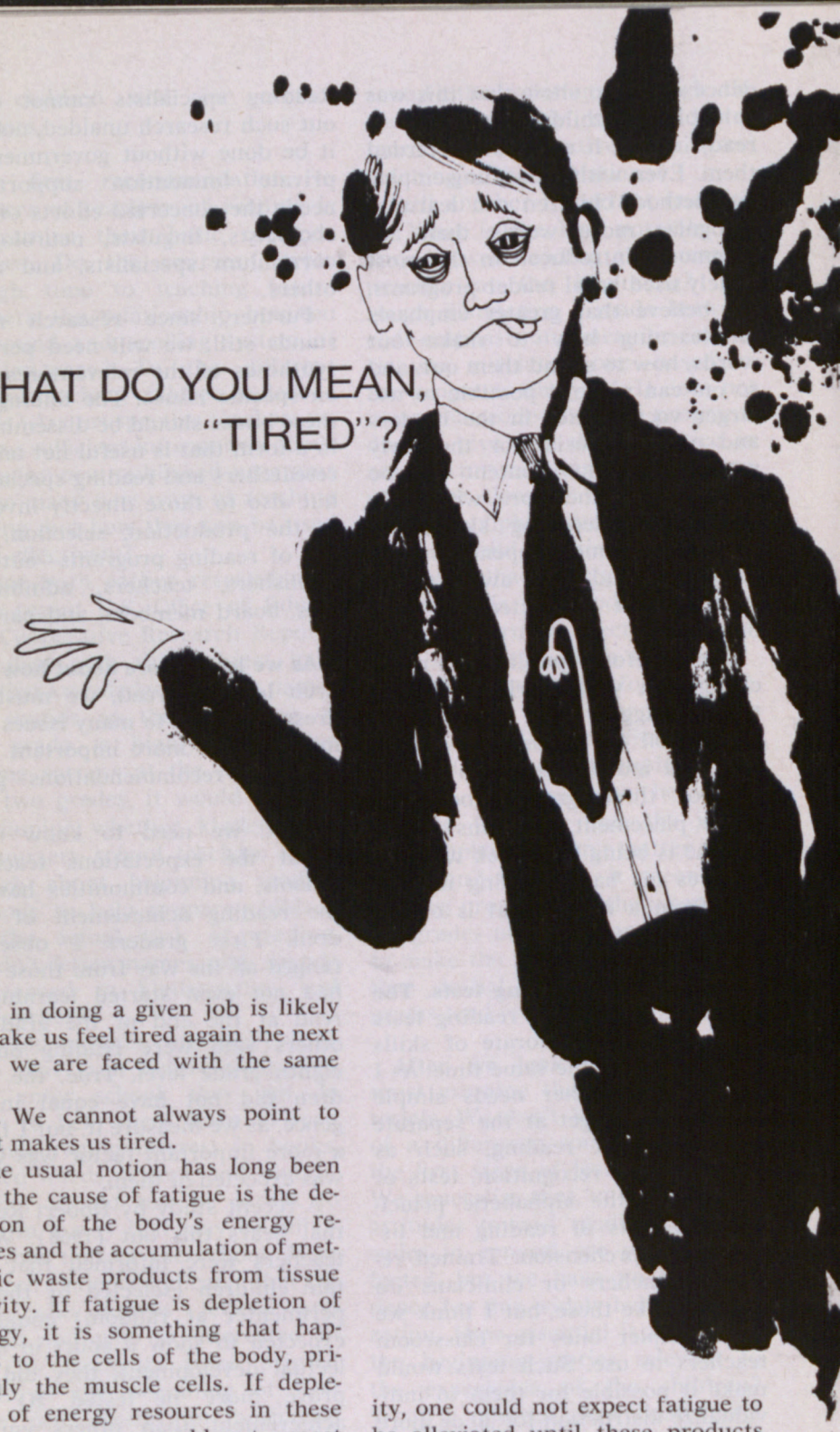
S. HOWARD BARTLEY, *director, Laboratory for the Study of Vision and Related Sensory Processes, Department of Psychology, Michigan State University, East Lansing.*

WHAT DO YOU MEAN, "TIRED"?



• **Almost everybody becomes tired** at times, but the conditions under which this happens are often not easily understood. A common remark is, "I don't see why I get so tired." The one making this remark says he hasn't done anything to make him tired. He has reason to believe he is in good health and that his work load is not too great.

Because no one likes to be tired, formulas for how to avoid it and how to relieve it have always been eagerly sought. The formula needed, in my opinion, involves a form of understanding that is not taught in formal educational systems.

Common observations regarding the feeling of tiredness include the following:

1. Tiredness comes and goes throughout the day, and we do not always feel as tired at night as in the morning.

2. We can wake up in the morning after a full night's sleep and feel more tired than when we went to bed.

3. We become more tired in performing an unpleasant task than in doing one we don't mind.

4. Though tired by one task, we can plunge into some other activity that requires far more energy and can soon become less tired than before. For example, we can be tired at the end of a sedentary workday and can go to a dance in the evening and not feel tired.

5. We can become tired by merely being faced with a disagreeable task; the mere thought of having to do certain things may make us tired.

6. We are able to go for long periods without rest when having a "wonderful time."

7. We make the most mistakes when we are tired and this, in turn, makes us more tired.

8. When overcome with fatigue, we are very unlikely to be enthusiastic about anything; when we are enthusiastic, we rarely feel fatigued.

9. The experience of feeling quite tired in doing a given job is likely to make us feel tired again the next time we are faced with the same job.

10. We cannot always point to what makes us tired.

The usual notion has long been that the cause of fatigue is the depletion of the body's energy reserves and the accumulation of metabolic waste products from tissue activity. If fatigue is depletion of energy, it is something that happens to the cells of the body, primarily the muscle cells. If depletion of energy resources in these cells occurs, one could not expect energy to be restored until more food is eaten or else some stored supply is released. This involves the lapse of considerable time. Some of the observations just stated show that fatigue can disappear quite quickly. Hence the suppositions that relate fatigue to energy depletion do not hold.

If fatigue arose from the accumulation of waste products of the metabolism involved in muscle activity, one could not expect fatigue to be alleviated until these products were gotten rid of. This, too, involves some lapse of time. If the disappearance of fatigue were based upon the forms of restoration just mentioned, fatigue, once built up, would require hours to disappear. But fatigue doesn't act this way; it often comes and goes quickly. Thus, there is something wrong with the common assumption about what causes fatigue or even about what fatigue is.

A careful look at the list of common observations about fatigue shows that the term *fatigue* describes a personal experience (a kind of self-evaluation) rather than a state of muscle tissue. Take the example of the person who wakes up and lies in bed visualizing the effort of getting up and preparing for the day's work. He believes it is Monday and realizes that he will have to do a number of unpleasant things.

The sum of it all is that he feels tired already, and the feelings in his muscles are taken to be solid evidence of that. Then he realizes it is not Monday, but Sunday—the day he can turn over and take another nap. Immediately, his bodily sensations mean something else to him. He interprets them to be those of relaxation, the absence of the tension he had when he went to bed. Instead of feeling tired, he now feels comfortable and goes back to sleep.

This illustrates how the realization of one's state of muscle tone figures in the overall self-assessment called fatigue. At first, the lack of tone was interpreted as inadequacy for getting up and meeting the demands of the day; subsequently, the same bodily feeling was a perfectly appropriate one for lying in bed or going back to sleep. Fatigue was the result in the one case; good feeling was the result in the other.

A second example consistent with the one just given is the person who feels much more tired after a night of deep sleep than he does after a night of light sleep and some insomnia. Various depths of sleep involve different degrees of relaxation so that passing from sleep to the full-waking state (or vice versa) involves time-consuming transitions in the level of muscle tone.

Just as it requires relaxation from tension to go to sleep, it is also necessary to regain a certain amount of muscular tension to be fit to dash into the day's affairs. Deep sleep could well result in a lower level of muscle tone than a lighter sleep and would therefore require a greater amount of time to build up tone to a fully adequate level.

Exactly the same paradox puzzles people who often experience greater fatigue during the morning than in the afternoon. They think that fatigue ought to increase from hour to hour. Believing that fatigue is strictly a phenomenon of energy depletion, they interpret the sensations associated with lack of muscle tone—which may come and go throughout the day—as a lack of energy.

Neither this example nor the previous one, however, can be accounted for by the notion that fatigue is simply a measure of energy state—an evidence of the lack of energy.

Sometimes, fatigue is chronic, and when so, it reflects the individual's general orientation toward life. Body malfunction and disease may underlie chronic fatigue in some instances, but this is not the case in many other instances, as testified to by the unexpected improvements that often result when new interests are awakened in the individual.

My research and thinking have led me to the conclusion that it is incorrect to consider fatigue as the objective measure of an individual's energy resources. The human organism is continually expressing an orientation to the environment, and, as I see it, fatigue is the name for the highest level of this expression, namely, the conscious individual's self-assessment of his feelings of aversion to and inadequacy for carrying on in a responsible way. •

APPE

Political Cli
All available teachers, sti
techniques, garnished with varied progr
(A kitchen timer

ENTREE

Hearty Party Stew. A combination of teacher political-party workers, block captains, precinct committeemen, and party delegates—local, state, and national—served on a base of influence in platform and nominating conventions and smothered in knowledge. Makes an effective entree into the power structure.

SANDV

Club Sandwich. Includes a variety of ci
church societies, and political clubs-

RECOMMEND

A Political Action C
campaign c

SALAD

Mixed Greens.
Twenties, tens,
fives, ones.

BEVE

Teas an

FOOD FOR

Every teacher—an active political citizen. Every local a
concern schools. Timeworn slogans? Maybe. B
fresh, still urgent, as long as some teachers are *no*
are *not* dynamic forces. If school decisio
are made by politicians), then educators must
Do you need help to convince *every* te
political citizen? Do you need help to ma
force? As food for thought, the Citizensh
• Attendance at a Political Clinic b
• Consultant help from a TIP
• Use of Committee materials • Participa
Weekend. Write to the Citizensh
Association, for infor
other helps for active

SUGGESTED MENU ..

TIZER

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am segments, served quickly and *on time.*
is a necessity.)

VEGETABLES

Crisp fresh telephoners
Long-stemmed canvassers
Tireless stamp lickers.

(You will think of others, but omit cabbageheads and cornballs.)

WICHES

vic clubs, service clubs, parent groups,
—all with plenty of teacher members.

ED SIDE DISH

ommittee to gather
ntributions.

RAGES

d coffees.

DESSERT

Fruits of Labor. Topped with access to the newly elected public officials and legislators for you and your association.

THOUGHT

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But, to the Citizenship Committee, they will be still
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ns are basically political decisions (and they
be in a position to influence the decision makers.
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(Teachers-in-Politics) Specialist
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hip Committee, National Education
mation about these and
political teacher-citizens.

..to nourish the body politic

CHEMICAL TRANSFER OF LEARNING?

• *Dr. G. Ungar, who teaches pharmacology at Baylor University College of Medicine in Houston, conducted experiments in which, by electric shock punishment, he trained rats to avoid the dark, which they innately prefer, and to stay in a well-lighted environment. After the training period, he decapitated them, extracted material from their brains, and injected it into untrained mice selected for their definite preference for darkness. Thereafter, these recipients, who had never received electric shocks, avoided the dark just as had the donor rats who were trained to do so.*

Intrigued by reports of Dr. Ungar's work and curious as to whether it had any possible implications for education, TODAY'S EDUCATION *sent Editorial Associate Betty M. Murray to talk with him. A condensed version of the interview follows:*

MURRAY: What aroused your interest in this work?

UNGAR: Well, I have been working on this type of problem for about twelve years—what changes take place in the nervous system in relation to function, particularly to learning and memory. But about four years ago I really got into this particular problem by studying tolerance to drugs. You know, for example, that people who take morphine must receive higher and higher doses to keep getting the same effect. So the morphine addict can tolerate many times the amount that would kill a normal person.

In studying the mechanism of this, I found that I could induce tolerance in animals that had no previous contact with the drug by treating them with extracts of brain taken from tolerant animals. This suggested that the drug experience was somehow recorded in the brain and influenced subsequent behavior, just as in learning.

The results obtained with the transfer of morphine tolerance encouraged me to study the possibility of transferring some form of learning. Habituation was selected because it is a kind of tolerance, but to a physical stimulus instead of to a drug. When you hear a loud sound for the first time, you startle. But if you keep hearing it, you become habituated to the stimulus and ignore it.

Habituating animals is very simple. You make a fairly loud sound every five seconds and you can see the animal startling. If you repeat this noise a hundred times every day for a number of days, the animal finally ignores it. This is a very important form of learning because if we didn't acquire it at an early age then we would be frightened by everything during all our life.

We habituated some animals to sound and others to a puff of air, which also makes them startle. Then we injected their brains into other animals who thereafter were habituated as though they had been submitted to the stimulus. The brain extracts from sound-trained donors caused habituation only to sound, and those from air-puff-trained donors caused habituation only to puffs of air.

Three-and-a-half years ago, just when an account of our work was published in England, in *Nature,* I learned that others were working along the same lines.

MURRAY: That happens rather frequently, doesn't it?

UNGAR: Yes, very often. It's almost as if something is in the air. None of us knew that others were working on the problem. And yet this was happening quite independently in four laboratories in three different countries—two in this country, one in Denmark, and one in Czechoslovakia.

MURRAY: Did all of you who had been working on the problem get together?

UNGAR: Oh yes, once we knew about our common interest. We formed a group that is constantly in correspondence. Now we know each other personally and we share information. We meet at least once a year.

MURRAY: Wasn't there some controversy over your work?

UNGAR: Not over mine but on another series of transfer experiments done at UCLA. This was the only one published in this country (since mine appeared in England) and received the greatest publicity. It was done on the assumption that the substance that transferred learning was ribonucleic acid, the carrier of genetic information. Several attempts made at replicating these experiments were unsuccessful, probably because of the misunderstanding over the chemical nature of the transfer factor.

This set back the whole problem by at least six months, because those who wanted to go into it were discouraged. In spite of this delay, however, there are now fifteen laboratories working on this problem and getting good results. One of my experiments has been repeated in five other laboratories, with almost the same results.

MURRAY: What are the implications for humans?

UNGAR: I don't believe there will be any for quite a few years. The work is at much too elementary a level. First we have to break the code in which memory is recorded in the brain in terms of molecular structure. Each molecule corresponds to some different, specific type of information or, more exactly, to the pathways which conduct the nerve impulses representing the information. When the information is acquired during

training, the molecule is synthesized in increased amounts in the brain. When we extract it and inject the extract into another animal, we communicate this information to him. The only way to make this process practically useful is to break the code and learn to make these molecules artificially by synthesis.

I think that within the next ten or twenty years we probably can at least begin to break this code. Then we can reproduce these molecules and inject them, say, into retarded children—or into senile people who have lost their memory—and help them. Possibly, some types of mental retardation are linked with a chemical defect that prevents synthesis of these molecules. When we know more about the process we can probably find drugs by which we can help remedy the defect.

MURRAY: Is the whole idea to improve the memory of the retarded child, or could you give him something that would automatically enable him to know something—the alphabet, for instance?

UNGAR: First of all, we may be able to give him simple information directly by injecting him with the corresponding code substance. Simple, very elementary things—even toilet training—that some retarded children cannot learn; to walk, to speak, to read and write. The second possibility is that we may learn what defect causes retardation; why children are not able to make these molecules. By knowing the process, very likely we'll find ways in which to correct the defect, so then their bodies will be able to make the necessary molecules. That, of course, would be the ideal—to help them make their own chemicals rather than giving them to them ready-made.

MURRAY: How fast is your research progressing, Dr. Ungar?

UNGAR: Well, it progresses as fast as our means will allow. We still don't have a very large budget. About a dozen people work in my laboratory, and I'm devoting almost all my time to this.

MURRAY: How long does it take to conduct just one experiment from start to finish and then tabulate all your results?

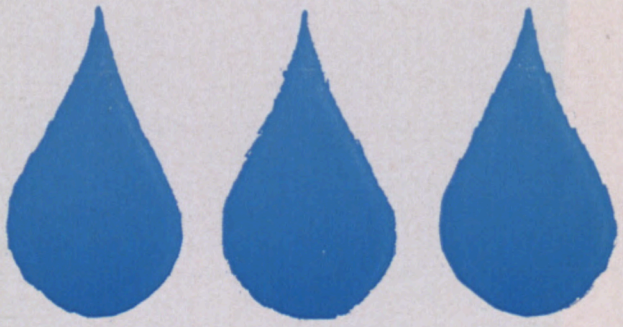
UNGAR: Oh, about three months.

MURRAY: How many of these experiments would you have to conduct before you firmly establish that the results are valid?

UNGAR: It's not quite that simple. Validity is now established, for as I said, the experiment was repeated by five other laboratories with similar results. The researchers in one of these laboratories were very skeptical until recently because they had some negative results. Something was wrong with the way they had prepared their extracts. Then we sent them some of our extracts and they had good results. Now they are having good results with their own extracts. So this is, in effect, established.

There are many, many ramifications. For example, last summer we spent a great deal of time trying to accumulate a lot of extract. We trained about two hundred to three hundred rats every week. It takes about a week to train the animals, and we pool all the extract we obtain from them to try to isolate this particular memory molecule. We are working on isolating

Someday, we may be able to give the retarded



and characterizing it, but this will take many months and perhaps years to accomplish.

The transfer factors are peptides, that is, small proteins consisting of alignments of amino acids. Twenty amino acids differently combined make up all the proteins—like an alphabet. You see, the twenty letters of this alphabet combine in different sequences that contain vital information. We know there are about ten amino acids of the molecule we are isolating. We have to know first which ten they are out of the twenty, and then comes the hard part: We have to know the sequence.

Suppose somebody gave you scrambled-up letters of a sentence, and you had to solve the puzzle and put the letters into the correct sequence. This is what we are trying to do now. When it is finished, we will try to produce the molecule by synthesis. But this will be only one of many million such substances. This is not something of which you can say, "Now it is finished; the whole problem is solved." This will take years and years. And probably I won't be here when the whole problem is solved.

MURRAY: I've heard it said that primitives may have been on the right track back in ancient days when they ate the heart of the lion for courage. Could this be another example perhaps of the primitives' being aware of something that we don't know about?

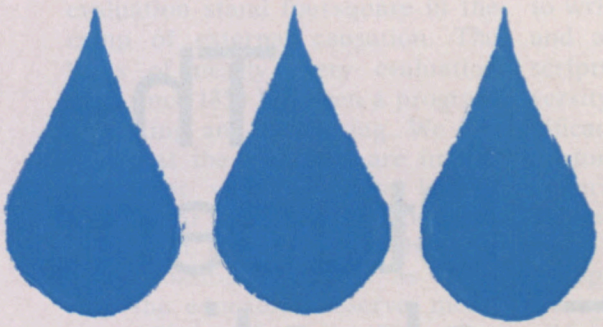
UNGAR: I don't know. Until recently I was convinced that transfer factors would not be effective given orally, but about six months ago there was a published report about the brains of trained chickens being fed to other chickens. The chickens whose brains were used had been trained to reach their food through a maze. When their brains were fed to untrained chickens, they were able to find their way through a maze.

And by the way, if you want to obtain the virtues of the thing you eat, it has to be raw. Cooking destroys all the information contained in these molecules.

MURRAY: Is there a limit to how long these injections of yours are effective?

UNGAR: Oh, yes. It depends on the situation. They can last two or three weeks. Some of them last five, six, seven days. This transfer of information is not permanent. It usually is strongest on the second day. In about a week or so the animal will be just like before. Furthermore, as far as we now know, only recently acquired knowledge can be transferred: well-estab-

child information directly by injecting extracts.



lished or innate, instinctive behavior patterns cannot. During the learning process, these molecules are synthesized in large quantities that aren't needed once a thing is learned. A few molecules in each of the synapses involved are sufficient to maintain the memory of what we learned.

MURRAY: Could your type of research have a bearing on education?

UNGAR: McGaugh [See page 8 of the April 1968 NEA JOURNAL] found that injections of certain powerful drugs that stimulate the central nervous system can greatly improve the ability of a mouse to learn a maze. And Krech thinks we may be able to impart by chemical means some information that could be considered educational.

Mental function is so tied up in all sorts of emotional factors that people tend to consider that it doesn't obey the same laws as all the other functions. I think it does, but of course it is much more complicated than other functions. When we know—and it will take many years to know exactly—how we gather, store, and retrieve information, then we can certainly change not only pathological conditions but improve normal behavior, the normal way in which our mind works.

MURRAY: Aren't computers giving us insight into the way our mind works?

UNGAR: Yes. Certainly. The computer is now probably the best model for the brain. More than three hundred years ago Descartes said that all animals are machines but not man (this, to protect himself from the church). But later on in the eighteenth century many philosophers said that all living organisms and men function like machines. Models were made, and the brain was compared to various machines that were known in different periods. When I was a student, the comparison was to the telephone exchange, with the information coming directly into our switchboards. But this comparison is obsolete.

A computer, which is the up-to-date model of the brain, can receive information, integrate it, manipulate it, store it as a memory, and modify its output according to the memory; just the same as the brain does—something the telephone exchange cannot do. The brain is a much more complicated computer than any so far invented. Some people believe it would be possible to make computers just as complicated as the human brain, but to have whatever is in your brain or mine in computer form would take up several huge buildings. An important difference is that the brain is not an electronic but a chemical computer.

At present, the only advantage computers have over the human brain is their speed. Though they work much faster than our brains, their scope is much more limited.

MURRAY: Could you use computers to help break the code you were speaking of earlier?

UNGAR: I believe computers helped a lot in breaking the genetic code, but this code is much more complex than the genetic code. I have calculated that there must be in the brain something on the order of ten to a hundred million of these substances, so this is a big dictionary to compile.

MURRAY: Does your work have implications for teaching?

UNGAR: I think that as we acquire knowledge about the learning process, it should have an influence on our teaching methods. Whether it has up to now, I really don't know. There may be an information gap between the science of learning and the science of teaching. We know, for example, that young children learn languages faster than those who are older. I think few schools have acted on this knowledge, though.

MURRAY: I understand that work like yours and McGaugh's and Krech's is really upsetting the old theories about learning.

UNGAR: Yes. Of course, the psychologists like to theorize a lot. I am not a psychologist, and I rely more on experience than on theories. Certainly, psychologists have strong objection to this kind of work because it raises doubts about many of their established notions.

MURRAY: Were you surprised when you succeeded in transferring learned behavior?

UNGAR: Yes, but I wouldn't have tried it if I hadn't thought it was possible.

MURRAY: What has excited you the most?

UNGAR: Well, I think the most exciting thing is trying to solve the problem of how the mind works. Many people agree that this may be the most important problem of our age. But then there are some whose interest drops as soon as I mention that my work is done with rats and mice. They don't realize this is where we have to start.

MURRAY: In conclusion, could you let your imagination run wild and predict some science fiction sort of thing that might be realized fifty years from now because of your work?

UNGAR: Well, reality usually proves wilder than the wildest imagination. But if we learn how the brain works, how the mind works, we can help in mental diseases and we also can improve the functioning of the normal mind. I don't know whether we will be able to make geniuses or whether we will be able to raise the general level of morality, but we can certainly raise the general level of intelligence at least as much as we have raised health and other standards in the last fifty years. This is as wild as I can go at present. •

The Student Evaluation Dilemma

PAUL M. ALLEN, *professor of education, College of Education, University of Arizona, Tucson.*

• **Evaluation is inevitable. It is also** exasperating, frustrating, and extremely humbling.

Nearly every teacher has, at some time, experienced a painful twinge of guilt as he has sneaked into the classroom clutching an examination made in haste the night before. Many teachers have been bewildered by the maze of percentile ranks, stanines, and Z scores they find carefully recorded in students' files. And what teacher, sitting down to make out report cards, has not cried out for an escape from the seasonal task of playing god?

Probably two factors explain why evaluation, which is so completely a part of a teacher's daily life, is frustrating or exasperating. First, the teachers find themselves in the center of an intellectual tug-of-war. And, second, the existing evaluation programs require teachers to play a role that they either don't understand or can't accept.

For the last 15 or 20 years, behavioral scientists and other educational pundits have been choosing sides and bombarding teachers with apparently conflicting truths. Stimulus - response associationists and operant conditioners trade theories and insults with perceptual and field psychologists. The stimulus-response associationists and the operant conditioners claim that behavior can best be explained by a concept of *external causation.* Perceptual and field psychologists, in contrast, espouse a theory of human behavior that might be called *internal causation.* And in between stands the teacher.

In addition, the day-by-day evaluation activities required of the teacher can't help but cause consternation. He is required to sit in judgment on others, even though he realizes that his knowledge about them is fragmentary—probably a close approximation at its best and downright nonsense at its worst. Teachers recognize the potential inaccuracies and frailties of grades and yet they find too many administrators, parents, and students accepting grades as gospel. Testing programs and courses of study require them to do things *to* students, yet they are supposed to teach in such a way that students will become self-realizing, self-actualizing individuals.

Teachers are confronted with a dilemma—a dilemma made up of apparently conflicting theories of human behavior and apparently conflicting demands on a teacher's daily activities. For better understanding, it is necessary to examine this dilemma more completely.

The first of two apparently conflicting explanations of human behavior has been called *the theory of external causation.* To put it oversimply, people who subscribe to this theory believe that human behavior is simply a kind of observable human movement and that environment consists of all of the individual's physical and social surroundings.

The basic premises underlying the concept of external causation are:

1. Man's behavior is initiated by external forces. For example: A student would say, "The *teacher made* me study," or "My *sister made* me angry."

2. Man *reacts* to external forces and consequently his form and function are the results of environmental influences. Man is a passive receiver of stimuli. When he receives a stimulus, he reacts in accordance with the conditioned or innate reflexes it calls into play.

3. The environment is judged good or bad depending on the resultant behavior. The slum environment that produced a medical researcher could be judged "good." The slum environment that produced a criminal would be classified as "bad."

Using this theory as a basis for evaluation, what a man does can be measured against external criteria. Even more important, his behavior can be changed by manipulating his environment, and the success of

this manipulation can be judged by measuring the resultant behavior.

Most traditional programs of evaluation stand foursquare in the camp of external causation. The basis of nearly every evaluation plan since 1850 has been a program of testing and measuring. We are told that the test data are important—that with complete knowledge about a student, it is possible to predict how he will behave in every possible situation. As a result, the educators observe, measure, record, and predict. They plan and administer programs of standardized testing. They carefully record in grade books students' scores on teacher-made tests and collect written observations of student behavior in cumulative records. In short, the entire evaluation program is other-person-oriented.

Of course, such information is important. It is necessary in order to discover if valued educational objectives are being reached. This kind of feedback is essential for curriculum development and educational policy making. And finally these data are needed for the record keeping that enables teachers to write letters of recommendation and administrators to send transcripts to future employers and university placement offices. More significantly, these records enable educators to communicate, with some understanding, about students' achievements.

Appearing to be in complete contrast with the concepts just examined is *the theory of internal causation.* People who accept this theory believe that an individual's environment is psychological and consists of what he perceives it to be and not what others describe it to be. Behavior then becomes psychological movement and may or may not be observable.

The basic premises underlying this theory of human behavior are:

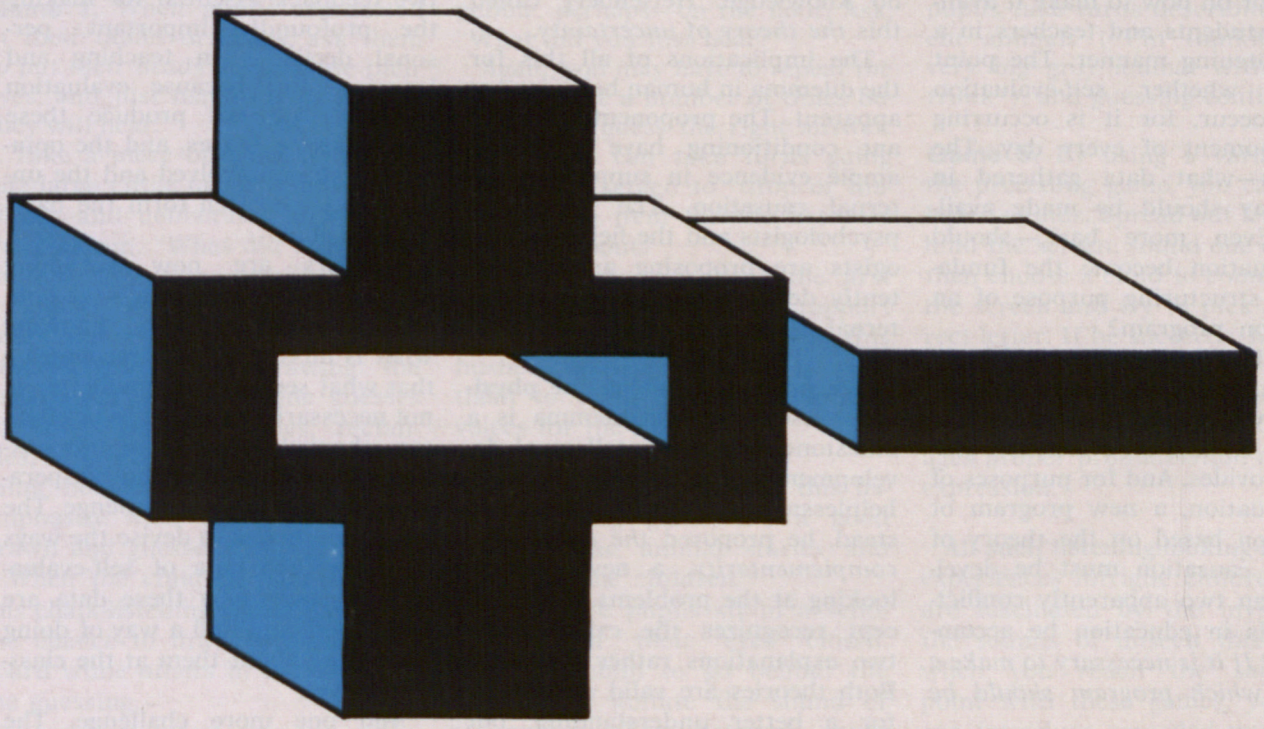
1. Man's behavior is initiated internally. For example: A student might say, "The teacher didn't make me study; *I decided* it was a good idea," or "My sister was reading my book and now *I am* angry."

2. Man *interacts* with his environment rather than reacting to it. Behavior is not a matter of a simple stimulus-response; rather it is a state of the total organism. This concept of interaction implies a relationship between an individual and his environment in which he interprets and uses his environment for his chosen purposes.

3. Environment is neither good nor bad. Each person's environment is unique, for it is basically what he perceives it to be. Environment can be a vast dynamic vista of opportunity with which each individual interacts in a unique way.

According to the theory of internal causation, change in man's behavior is self-initiated. Evaluation then would turn toward an inner state of being and the criteria would become personal. An individual's feelings and attitudes would probably be used in the process of making judgments.

Few, if any, existing programs of



evaluation are consistent with the theory of internal causation. This theory implies that the primary purpose of evaluation is self-evaluation—for both students and teachers. The process of self-evaluation would provide the feedback to enable the individual to make the changes necessary to keep him on the track toward his chosen goals.

Since change is initiated from within, only the individual can change his behavior. But to change his behavior, he needs the objective data of his own learning. If these data are made available to each individual in a nonthreatening manner, he can compare his action with his intent and his results with his objectives. By this process, he can discover not only the existing gaps in his mastery and understanding but also the personal meaning of his learning.

Self-evaluation has not yet gained acceptance as the most fundamental, the most important outcome of evaluation programs. Even assuming that the importance of this outcome were accepted, the knowledge is not yet available on just how to gather the data that would have pertinence to each individual—or on how to make it available to students and teachers in a nonthreatening manner. The point is not whether self-evaluation should occur, for it is occurring every moment of every day. The point is—what data gathered in what way should be made available? Even more basic—should self-evaluation become the fundamental, structuring purpose of an evaluation program?

Now the dilemma has another dimension. It seems essential that the school system have the information that the traditional evaluation program provides. And for purposes of self-evaluation, a new program of evaluation based on the theory of internal causation must be developed. Can two apparently conflicting goals in education be accomplished? *If it is necessary to make a choice, which program should be chosen?*

A parallel to this question arose in the field of modern physics. Since Newton's time, scientists had believed it possible to observe and track a particle, whether grains of dust or a planet, to determine its speed, and to predict its position for any moment of time. This is the doctrine of causality—the certainty that cause produces effect. If the laws and relationships among observable phenomena should be discovered, the state of the universe would be known, for an observable cause will produce a predictable effect.

Surprisingly, such certainties collapsed in observations of the world of the atom. If an electron started out on its rounds at a certain speed, it would be impossible to predict its time of arrival at a given point. The reason is that it is not possible to observe the electron without disturbing it. The observer's beam of light will actually change the electron's course and speed.

Niels Bohr, world-famous Danish physicist, has said that any observation regarding the behavior of the atom will be accompanied by a change in the state of the atom. Interaction with unpredictable results takes place between the observer and the phenomenon observed. Yet without disturbance, there can be no measurement and no knowledge. Heisenberg called this *the theory of uncertainty.*

The implications of all this for the dilemma in human behavior are apparent. The proponents of operant conditioning have presented ample evidence in support of external causation. The perceptual psychologists and the field psychologists are proposing and competently defending the theory of internal causation.

The manner in which the physicists resolved their dilemma is a milestone in man's intellectual development. Niels Bohr did not see helplessness in the quandaries. Instead, he proposed *the concept of complementarity,* a new way of looking at the problems. This concept recognizes the existence of two explanations rather than one. Both theories are valid and useful for a better understanding, but they are mutually exclusive if applied simultaneously. The knowledge of the position of the particle is considered complementary to the knowledge of its velocity, but the two cannot be computed simultaneously.

In our own camp, human behavior can be explained by both external causation and internal causation. The two theories together complement each other and offer us a more complete view and understanding of human behavior, education, and evaluation. So, like a house of cards, our dilemma has collapsed. *We don't need to make a choice.* Instead we need to learn how to build an evaluation program that will utilize as completely as possible the potential of both theories.

If we listen to teachers for 10 minutes, we will hear more complaints about evaluation than any other aspect of education. When teachers discover themselves spending hours gathering data for the purpose of marking and grading and additional hours recording these data, frustration results. When they are placed in the role of sitting in judgment on others, they feel deeply their inadequacies and their misgivings about playing such a role. And still both teachers and students cry out for the objective feedback essential for making the profoundly important, personal decisions in teaching and learning. But because evaluation programs do not produce these data, guesses, biases, and the opinions of the uninvolved and the uninformed too often form the basis for decisions.

Teachers are now becoming aware of what is missing—*the data for self-evaluation.* By knowing what is missing and by recognizing that what seems to be conflicting is not necessarily so, perhaps teachers can channel the energy now expended on frustration and exasperation into a search—a challenge. The challenge then is to devise the ways to gather the data of self-evaluation, discover how these data are to be used, and find a way of doing something about them at the classroom level.

And one more challenge. The data justified by the concept of external causation are also needed. Find a way to combine the two. Fortunately, it is possible to have both. •

LOOK, LISTEN, LEARN!

MARY VAN HOOSAN, *compensatory education teacher, grades one and two, West Park School, Fresno, California.*

• **Many youngsters don't really see** when they look, or really hear when they listen. And the finest of teaching methods can go awry when children fail to see and hear the world around them. Games that primary pupils like to play can encourage them to see and hear more acutely. I recommend the games that follow; they sharpen the senses of sight and hearing and help firm the foundation for early learning.

Game 1. When pupils are seated at their tables or desks, ask them to put their heads down, close their eyes, and just listen to the sounds they will hear.

Take a piece of chalk and draw one large circle on the chalkboard, slowly and deliberately. Then ask the children, "What did I draw on the board?"

If one or two children don't guess the right answer, draw another circle. Keep drawing the same form until someone guesses correctly. Draw triangles, rectangles, sun, or rain. To train pupils to think before they answer, always emphasize what has been already drawn and guessed.

When the children have learned this chalk-listening game, give them the chance to draw forms on the board while others in the room do the guessing.

Game 2. Have the children bring their chairs to the center of the room or to some appropriate place where they can form a semicircle. Pupils will learn to take their places with a minimum of confusion if you adhere to a certain seating arrangement.

After the children are settled, sit in a chair behind a screen (a big sheet of corrugated cardboard will serve the purpose), armed with a supply of such simple objects as a pin, a paper clip, a rubber ball, a drum, a pencil, a blown-up paper bag, a tin pan, castanets, a rattle, a musical triangle, a toy dial telephone, a windup toy, a pebble.

Tell the children to close their eyes (even though you are using a screen, the children will respond better if their eyes are closed), then drop one of the articles—the pebble, perhaps—on the floor. Ask, "What did you just hear?"

Again, you may have to repeat the performance a number of times before pupils guess the right answer. Later, they can take turns going behind the screen to drop or manipulate an item for the listeners to guess about.

This game, as well as the first game, develops a listening rapport among the children, because this hushed atmosphere enables many of them to really hear each other's voices for the first time.

Game 3. Before you play this listening-looking game, it's a good idea to read animal stories and poems to the children.

Next, have pupils sit in a semicircle with their eyes closed. Choose a child to go behind the screen and imitate the sound of an animal. The listeners must identify not only the animal sound but the child who is doing the imitating.

As you add more animal sounds, you can further stimulate the children's interest by tape-recording their imitations.

Game 4. Here is a game that encourages clear and accurate communication. Spread out pictures of typical zoo animals behind the screen. Say to the children, "I'm thinking of an animal that has a very long neck. Who can find the animal?"

Select a child to come behind the screen and pick out the animal. When he shows the picture to the class he will be able to tell from their reaction whether or not he has picked the right one.

In the next stage of the game, pupils take turns describing different animals ("I'm thinking of a very big gray animal with a long trunk"), and guessing continues.

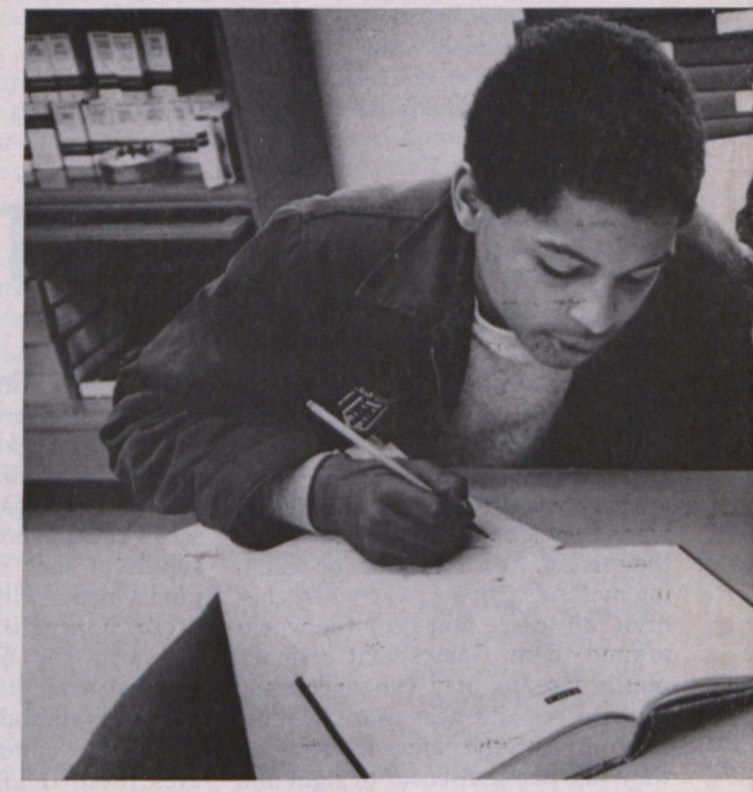
Game 5. By using a variation of the preceding game, you can teach letter sounds. Spread out letters behind the screen, sound one out, and then choose a child to come behind the screen and try to pick the correct letter. If he succeeds, have him show the letter to the class and ask them to name it and give its sound.

This phonetic exercise encourages proper pronunciation and oral expression.

All such listening-looking-learning experiences intrigue children; they are fascinated by the mystery of the sounds of unseen things. But when you reach the saturation point with these games, you then can introduce recorded music and stories, filmstrips, movies, and field trips around the schoolyard—and continue to invite your children to engage in the arts of looking and listening. •

Lessons from The Rodman E

LLOYD BESANT, *former director of education, Rodman Job Corps Center, New Bedford, Massachusetts, where he developed and refined the curriculum concepts described in this article.*



• **The successes of the great majority of the young** men who passed through the Rodman Job Corps Center in New Bedford, Massachusetts, and those of the staff, may point to one solution to the dropout problem in American education. (The Center was operated by a subsidiary of Science Research Associates, Inc., and financed by the Office of Economic Opportunity until the project was closed last March for budgetary reasons.) During Rodman's three years of existence, nearly three-fourths of the 2,063 corpsmen who graduated or left before completion succeeded in getting started toward worthwhile careers.

The Center's students represented a cross section of the young men who fail in our society. Most were Negro; most had dropped out of high school; many came from broken homes; almost all had the kind of background that too often seems to doom a man to failure. Yet during the last year-and-a-half, 85 percent of those who had completed two levels of study at Rodman and desired to take the General Educational Development (GED) Test successfully completed the test *even though the curriculum was designed to make them employable, not to prepare them for the test.*

One reason for our success with the Rodman Job Corps Center may have been that the students lived at the Center, making it possible for us to control most of the environmental factors and to provide continuous formal or informal counseling. Nonetheless, by showing potential dropouts that school has realistic goals for them, some of the techniques we developed might hold them in regular schools until they are educated to employability.

Our experience at the Center led us to conclude:

• Dropouts and potential dropouts have strong (though often well-hidden) yearnings to enter middle-class society. Once adjusted to Rodman's goals, the young men in our program had more drive to succeed than many students in traditional schools.

• If dropouts are to become students, they must experience early, constant success. Those who succeeded in our classrooms generally became aggressive students within two-and-a-half months.

• If inexperienced teachers and counselors are trained on the job under careful supervision, they are often very successful in dealing with this type of student; they are not bound by established patterns of teaching and of counseling.

• Early instruction of dropouts must be largely verbal, with a gradual shift to written materials as each student's reading ability improves.

• Group instruction is more successful than individualized instruction or teaching machines with these students, who don't have independent study habits or the training needed to reason critically or ask pertinent questions. They need the support of the group (gang). [This is not always confirmed by the experience of other Job Corps Center.]

• Dropouts with average seventh grade skills can absorb the vocational training and acquire the academic skills necessary to prepare them for a job in a much shorter time than the traditional high school setting usually requires.

• Instead of the 16-week curriculum with its ultimate pass-fail evaluation, these students need one comprised of much shorter units, some only a week long, so that the teacher can constantly evaluate and reward their progress. A student ought not to be allowed to fail a course part way through and then sit there until the semester ends. Incipient failure should be quickly checked by recycling a student through units he has not mastered.

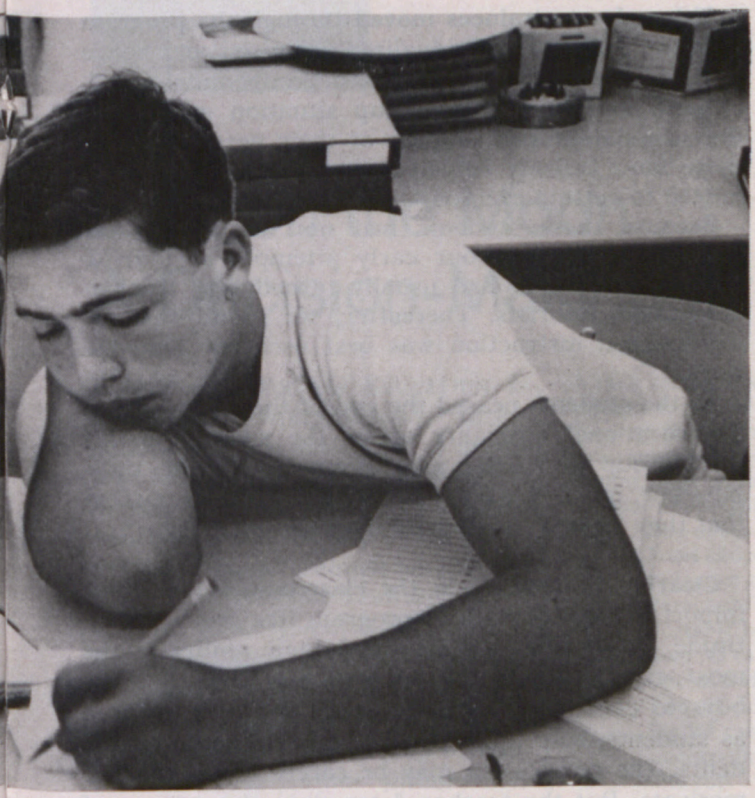
• Counseling is imperative. It must be intensive, highly personal, concerned with all aspects of the student's life, and, above all, realistic.

Learning some of the above "principles" wasn't easy for us in the early days at Rodman. We were skeptical because so many of them followed the public school pattern that had failed with these youths. But our experiences erased our skepticism, and once we accepted these principles, they formed the basis for all our work with our young men.

We used them to build a curriculum that provided maximum aid to our students in minimum time. Eventually, six to nine months of classwork and three of on-the-job training were sufficient to qualify the average 17- to 22-year-old trainee for an entry level job in a range of office skills.

Dr. Besant is currently working independently to complete a series of curriculum materials.

Experience with Dropouts



Over its three years of operation, the Rodman Job Corps program went through two distinct phases. In the beginning, we were sure that we would have to jettison just about every traditional educational structure and technique in favor of new (and largely untried) methods. During the final 18 months, we worked with the realization that we could be most successful if we deviated from the traditional school system only when we were forced to.

In our first physical education program, for example, we took the traditional view that these large boys need the physical exercise that team sports provide. However, we overlooked several facts:

Most of these young men knew gang relations, not team relations. Few knew how to play football or basketball well. Nevertheless, the one important thing to them was their image of physical prowess. They were supposed to be big and tough, and they were, but not in ways that they could display through sports. In fact, most of these big, tough guys often were not strong, and they were afraid of failing in areas that demanded a show of physical strength.

Our revised physical education program emphasized individual rather than team sports. More or less private activities helped our boys acquire physical skills while they worked on basic elements of fitness and coordination. Gradually we introduced them to team sports, which they came to enjoy.

At the beginning of the Rodman program, we damned and belabored middle-class values as unfair to our students. But we came to see that Rodman students aspired to middle-class attainments and status. They wanted to learn the how of getting and holding a job and of acquiring the kind of home where they could raise their children in a decent environment. When we held middle-class status up to them as a goal they could reach, they showed an eagerness to acquire middle-class values.

Once a Rodman student accepted these values, he began to come to class more readily, began to see progress he could understand, and began to complain about not being taught what he was supposed to be taught. One summer, for example, during a teacher shortage, a number of students appeared in administration offices to complain bitterly about "bein' here to learn, Man, and you can't when someone's not here or teachers louse up a unit."

Realism, not magic, was needed to bring about such a change in attitude. We organized both our curriculum and our counseling toward this goal.

At the outset, we took a realistic look at the background of our average Rodman corpsman and decided we couldn't separate counseling and teaching functions. So, to work in teams with the master teachers, we hired young, inexperienced people to serve as tutor/counselors (T/C's). Students went to their T/C's whenever they needed someone to bounce ideas or emotions against. We even let students pull T/C's out of class for counseling sessions.

The counseling function so outweighed the teaching function that our T/C's were never free to reflect, to think, to make classroom preparations. When we realized that our teachers could not be counselors and still have the energy required to teach, we separated the two functions.

The counseling specialist, supervised by senior counselors and the head counselor, was the base of our reorganized guidance program. We arranged his schedule to make him available at all times. One-fourth of the counselors came to work in the morning; most started at noon and worked until 9 P.M. Senior counselors and the head counselor rotated duty one evening a week.

We learned that for students like ours counseling had to be a comprehensive process dealing with all aspects of life. Every staff member—from the director to maintenance men and clerks—was involved in the counseling process.

Our experience convinces us that many schools need more guidance personnel to handle this intensive type of counseling—and they must be used as counselors, not disciplinarians or record keepers. We found that the simplest way to get more counselors is to hire beginners and train them on the job. As beginning counselors, college seniors or recent graduates who are trained and supervised on the job can be very effective in reaching the young.

In overhauling our program, we sought to guide our teachers into more organized patterns without stifling their eagerness to do anything that might show students what a fraction is or how a sentence hangs together. Daily we observed little miracles in the

classroom, and somehow we had to keep these as we reorganized.

Our solution was to departmentalize, a return to the traditional school structure. We decided that the structure did not create problems in teaching this population; what happened within that structure caused problems. We began developing a curriculum by asking each of our departments three questions: What skills must these students master? In what order should we present the skills? What is the least amount of time needed to learn them? (The last question was especially important, for it eventually led us away from a Carnegie unit pattern into what we termed the continuous progress curriculum.)

All areas were told: "Strip these curriculums down to the essentials. The materials you feel must be taught are going to set the time line and determine the overall curriculum."

Debates began. Staff members argued and often fought for pet projects that were unrealistic. Finally, they met with people from the data processing, offset printing, and distributive trades to find out what skills their students needed when they left Rodman. This helped them to plan in terms of the skills the work world demands. The teachers, however, were the ones who knew in general what these students needed to learn and could learn, and how long they would take to learn it. The practical planning had to come from a staff that had worked with this student population. (I am convinced this is equally true in the traditional school setting.) Though this method is slow, it produces a curriculum much more effective than one merely handed down.

Gradually each department determined what should be taught, and in what order. The curriculum outlines centered around 20-30 weeks of classes. Arbitrarily we set 21 weeks (five months) as the limit for our general business program—the last arbitrary time decision we made. In those five months, we intended to bring our students' basic skills in math, language, social studies, and physical education from seventh grade level through ninth or tenth grade. In the same five-month period, the students would receive enough instruction in office skills to prepare them for beginning jobs as general clerks.

Once again the departments reviewed the curriculum outlines to establish the time needed for all units in the general curriculum. Each was the smallest possible unit we could present. We set no time for any given unit; tasks taught in the unit were to determine the time required. In the end, the departments produced a curriculum of units ranging in length from one to twelve weeks. Each began on a Monday and finished on a Friday. In short, we began with the end requirements and worked back to a solution, rather than trying to fill a standardized unit of time.

The greatest advantage of this approach was that it generated motivation—primarily because our students could see self-accomplishment as they completed units. If a student thought he could skip a given unit, we gave him the chance to try. If he succeeded, he moved on to the next unit. Each success, each unit completed, gave the boys more confidence and more anticipation of the goal: graduation and a job.

Although our trainees moved through the program in groups, all had individualized programs and hence received the advantages of both group and individualized instruction. The group situation gave them the stimulation and support of their peers. Most of these boys actively helped each other and felt committed to getting everyone through.

Because these students had not learned to ask pertinent questions, our early attempts at individualized instruction had usually turned into teacher-dominated tutorials. Thereafter, we found that individualized instruction was best used for remedial work.

As the students neared the end of their program in the vocational speciality areas, the subject matter made group instruction more necessary. By this time, however, most of them were so confident of success that they needed less individual attention.

Clearly, the teacher in the classroom is the most important ingredient in a program like ours. His attitude toward the students and their ability is the most critical factor. Counselors may help get the boys to class, help convince them they can succeed as students, help them change from dropouts to students. The curriculum may be carefully designed to motivate. But the teacher determines the success of the program. If he can act on the assumption that life holds promise of fulfillment for these students, he can engage them and teach them.

Our teachers were a wide assortment of carefully chosen people—not one of whom viewed our young men as failures. We found that a judicious blending of skilled and untrained teachers works best. The skilled teachers passed on techniques, methods, materials. The untrained brought a healthy skepticism about traditional approaches and were not inclined to measure these boys by typical high school standards of success. Together they gave these students the education they needed to become self-supporting, self-respecting citizens •

Through an experimental program known as *Project Interchange,* the NEA's Division of Adult Education Service offers numerous opportunities for teachers and administrators to gain firsthand knowledge and experience in Job Corps methods and materials and to test them in their schools. The project provides the chance to teach disadvantaged youth from two months to a year in Job Corps Centers; week-long regional workshops on Job Corps methods and materials; and a 16mm sound, color film entitled, "Interchange: New Techniques To Help Potential Dropouts," available on a rental basis. For additional information write to Project Interchange, 1156 Fifteenth Street, N.W., Washington, D.C. 20036.

INTERACTION
BRIEFS

Lost on the Moon: A Decision-Making Problem

This year TODAY'S EDUCATION *is carrying a monthly series of "Interaction Briefs" aimed at presenting sensitivity-training techniques to teachers. They are prepared by staff members of the NTL Institute for Applied Behavioral Science (formerly National Training Laboratories, a division of NEA and now an autonomous organization associated with NEA).*

This month's Interaction Brief was prepared with the help of Barbara Luke, a former junior high school teacher in the Fairfax County, Virginia, public schools. The editors of the series, Dorothy Mial and Stanley Jacobson of NTL Institute of Applied Behavioral Science, will welcome your comments.

The Briefs are designed for use by a wide range of ages and in a variety of school situations.

• **"Lost on the Moon," an ingenious** decision-making exercise devised by Jay Hall, associate professor of management at the University of Texas School of Business Administration, is an entertaining way to teach the problems and potentials of working as a group. Based on actual work done by the National Aeronautics and Space Administration, the exercise poses the following problem:

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number *1* by the most important item, number *2* by the second most important, and so on through number *15*, the least important.

_____Box of matches
_____Food concentrate
_____50 feet of nylon rope
_____Parachute silk
_____Portable heating unit
_____Two .45 calibre pistols
_____One case dehydrated milk
_____Two 100-pound tanks of oxygen
_____Stellar map (of the moon's constellation)
_____Life raft
_____Magnetic compass
_____5 gallons of water
_____Signal flares
_____First-aid kit containing injection needles
_____Solar-powered FM receiver-transmitter

Participants work on the problem alone, then in groups of five or six, where they compare their individual rankings and agree on a common ranking for the group. Then a leader scores the individual and group results according to the correct rankings established by the space survival unit of NASA and posts the scores for class discussion.

Dividing naturally into three parts, the exercise can be completed in one session of an hour and a half or over three class periods. Particularly suitable for grades 7 to 12, the exercise might also be used in some fifth and sixth grade classes. Its subject matter makes it especially relevant to science and social studies; and the ranking and scoring procedures might make it useful in a math class.

Setting up the exercise requires only three steps:

1. Choose two or three students who are competent in arithmetic to serve as a scoring committee. They can participate in Part One of the exercise and observe the rest.

2. Devise a method for dividing the class into groups of five or six members. Each student will need an area on which to write, so groups might be formed around a large table or by moving desks to form small circles.

3. Prepare enough copies of the problem to have 2 for each student as well as 10 to 12 extra copies for the Group Summary forms.

Form the groups, briefly intro- duce the problem without going into details of the exercise, and provide each student with two copies of the problem sheet. Give each group a number and have the students put that number on their problem sheets. Instruct the students to work independently, ranking each item in order of its importance and recording the ranking on both sheets. As the students finish, have the scoring committee collect one copy from each student, keeping the groups separated.

Have each group work with its members' second copies to build a Group Summary Form by recording individual rankings on a single fresh copy of the problem.

While the groups are at work, have the scoring committee total the individual scores by comparing them with the key shown below. For each item, the score is the absolute difference between the student's ranking and the correct ranking. The total score is the sum of the scores for each item. The lowest score is the "best."

The scoring committee should

also compute the average individual score and the range of individual scores for each group.

If the exercise is being conducted in one session, the groups move into Part Two as soon as they have had a chance to survey the Summary Form. Otherwise, the teacher collects the individual and summary forms and returns them to the groups at the start of the next session.

For Part Two, ask each group to complete one ranking representing the decision of the whole group. Emphasize that decisions are to be based on logic and fact rather than on any personal preference and should represent common agreement among group members rather than a simple majority vote. At this point discussion may become quite animated, and a group should have plenty of time to reach its decisions.

As the groups finish, have the scoring committee collect and score the group sheets by the same method used for the individual forms. The scoring committee should also calculate the difference between each group's score and the average individual score for that group's members. The committee then prepares a sheet for each group listing the following information: average individual score, range, group score, and difference between average individual and group scores.

Like Part Two, Part Three can be the continuation of a single session or the beginning of a third one. Because this is the part in which students learn about working in groups, it should be given a full half hour or more.

Begin by explaining the scoring key and scoring method and tell what information each group is receiving. Then use questions like the following (which can be written on the chalkboard) to make the exercise a learning experience.

1. Did the group do better than *any* individual? Did it do better than the *average* individual? Why?
2. Did some members have more influence than others?
3. How did your group reach agreement? What are the advantages and disadvantages of that method?
4. How did you feel working in the group?
5. What are the advantages and disadvantages of working as a group?

Give each group the final sheet prepared by the scoring committee, return the scored individual forms, and ask the groups to discuss the results separately for ten or fifteen minutes.

Once the groups have begun their individual discussions, make a chart on the chalkboard or newsprint comparing group results. It should look like the following table:

Group	Average Individual Score	Range High-Low	Group Score	Net Change
1	45	72-27	25	20
2	32	58-20	24	8
3	41	64-27	26	15
4	28	61-17	28	0

After the groups have had sufficient time for individual discussions, call their attention to the chart comparing group results and have the entire class discuss the differences.

Often the group that has taken the greatest amount of time to reach their decision will have the best score. Also it is not uncommon to find that the group score will be better than that of any individual within the group. Sometimes a usually retiring class member will turn out to be more resourceful in working on the problem than the presumed class expert. The importance of identifying member resources, the different roles played by group members, the value of collaboration, different styles of group decision making and their consequences—these are some of the points to be derived from the experience. Upper-grade students might follow up the exercise with reports on readings from the following references:

Group Development, Selected Readings Series One, National Training Laboratories, NEA, 1961.

Leadership in Action, Selected Readings Series Two, National Training Laboratories, NEA, 1961.

"Sorry I'm late, but Mom's car wouldn't start, and my bike has a flat, so I had to walk the whole two blocks."

Scoring Key

Listed below are the correct rankings for the "Lost on the Moon" items, along with the reasons for the rankings provided by the NASA's space-survival unit.

(15) Box of matches	Little or no use on moon
(4) Food concentrate	Supply daily food required
(6) 50 feet of nylon rope	Useful in tying injured, help in climbing
(8) Parachute silk	Shelter against sun's rays
(13) Portable heating unit	Useful only if party landed on dark side
(11) Two .45 calibre pistols	Self-propulsion devices could be made from them
(12) One case dehydrated milk	Food, mixed with water for drinking
(1) Two 100-pound tanks of oxygen	Fills respiration requirement
(3) Stellar map of the moon's constellation)	One of principal means of finding directions
(9) Life raft	CO_2 bottles for self-propulsion across chasms, etc.
(14) Magnetic compass	Probably no magnetized poles; thus, useless
(2) 5 gallons of water	Replenishes loss by sweating, etc.
(10) Signal flares	Distress call within line of sight
(7) First-aid kit containing injection needles	Oral pills or injection medicine valuable
(5) Solar-powered FM receiver-transmitter	Distress signal transmitter, possible communication with mother ship

IDEA EXCHANGE

TODAY'S EDUCATION *will pay $5 for each item used in "Idea Exchange" that has been prepared and submitted by an NEA member and that has not been published previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and zip code.)*

How To Motivate Students in Social Studies

At the beginning of many of our area studies units on Asia and Africa, and before I assign any reading, I have the class discuss the ideas they already hold about the area and the people living there. (Ninth graders can have quite distorted preconceptions about, for example, an area such as Africa south of the Sahara Desert, reflecting the impact of old movies as well as racial prejudices.)

After the discussion, we write a list of these preconceptions, and each student enters it on the first page of the notebook he will use for the particular unit.

The class then moves either to substantiate or disprove original thoughts. Our research from that point has a purpose easily understood by all the students. In this research, each time we encounter information concerned with an item on the list, we return to it and record the new material and the source. Three situations arise: An item on the list may be completely wrong; an item may be right; or an item may be just one opinion on a topic that generates conflicting views. But learning takes place regardless.

This technique is especially helpful in motivating slow learners by giving them direction and goals. At the same time, it encourages all students to examine their notions about people, areas, and issues. (The exploration of the origin of their preconceptions can be a topic in itself.) And students realize the importance of having facts on which to base their judgments.

—William J. Moynihan, *social studies teacher, Sherburne-Earlville Central School, Sherburne, New York.*

Blocks Help Students Unblock

In teaching seventh grade arithmetic, I have had unusual success in helping slow learners who have not yet mastered the fundamentals. Fellow teachers might like to try this combination visual-tactile technique.

First obtain enough small, flat wooden blocks and give each child 144. Then duplicate charts like the following:

Number of Piles		Number of Blocks per Pile	Total Number of Blocks	Total Number of Blocks	Number of Piles	Number of Blocks per Pile
3	×	4	= 12	12	÷ 3	= 4

Have each child count out a specific number of blocks and arrange them in a number of piles (or rows) to see how many blocks there are in each pile. (The chart shows one example.)

After two or three lessons, the child will note the relationship between division and multiplication; with only one or two additional lessons, he will observe that the numbers three and four in the example above are reversible.

—L. Wray Choate, *third/fourth grade teacher, Caliente (Nevada) Elementary School.*

America the Beautiful

To make a bulletin board, my students outlined a map of the United States and pasted on it, in the proper location, an appropriate (typical) picture postcard scene for each of the 50 states.

This bulletin board related well to U.S. geography studies and enlarged my pupils' awareness and appreciation of our country's beauty and diversity.

—James L. Alain, *fifth grade teacher, E. L. Wright School, Hancock, Michigan.*

Namesakes

When my second graders learned there are towns named Hawthorne in other states (California, Florida, Pennsylvania, New Jersey, New York, Wisconsin), they became very interested in writing letters to second grade pupils in those towns. Their interest in map reading increased, too.

—Iris Turner, *second grade teacher, Hawthorne (Nevada) Primary School.*

Discrimination Day

As our rural community has no blacks in its 1,000 population, I decided to give my third grade pupils a lesson in discrimination. The results dumbfounded me.

I divided the class into two groups—those with blue eyes and those with brown. During a Friday "Discrimination Day," I gave the brown-eyed children special privileges. The following Monday, I gave the blue-eyed youngsters the superior role.

Though they knew it was just a lesson, the "inferior" group reacted with real anger, frustration, and despair while their "superior" classmates lorded it over them.

"The people with blue eyes could not do the things the people with brown eyes did," one child wrote of the first day. "I felt left out because I have blue eyes. I felt like giving them all black eyes."

Another said, "I felt like slapping a brown-eyed person. It made me mad. Then I felt like kicking a brown-eyed person. I felt like quitting school. The brown-eyed people got five extra minutes of recess." He added, "I would not like to be angry all my life."

Pupils' grades suffered when they were in the less-favored position. One boy said, "I didn't want to work. I didn't feel like I was very big."

But he and the others perked up during their day of privileges. One blue-eyed girl said, "On Monday I was happy because we discriminated against brown-eyed people, and I felt smarter and gooder and cleaner than the brown-eyed people."

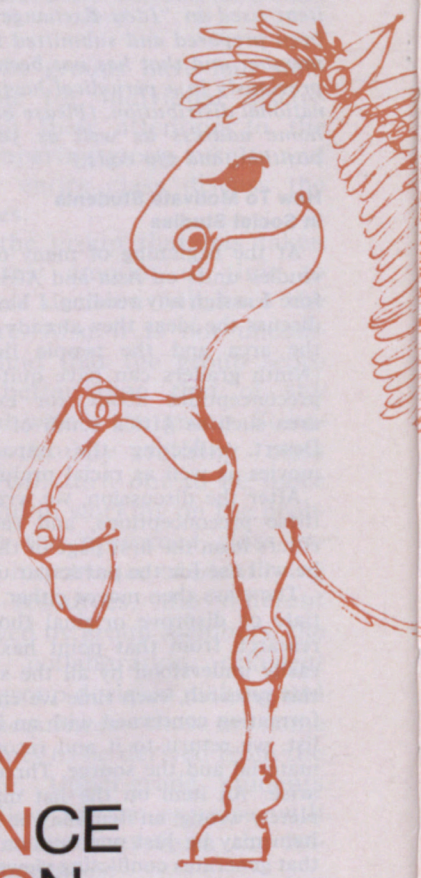
The three green-eyed youngsters, whom I did not specifically place in either group, leaned toward the underprivileged.

Without exception, the children reacted as did the youngster who said, "Discrimination is not fun at all. I am glad I am

(Continued on page 72)

"This substitute teacher is really very good, but he tightens up at first."

TRYING TO FIND THE PONY:



• **According to an old story, there** were two boys—one very pessimistic; the other very optimistic. The pessimist was put into a room filled with new toys. The optimist was put into a room piled high with hay. After several hours, the pessimistic chap was found crouching in a corner, crying nervously, staring at the toys, immobile. He hadn't touched the toys.

"Don't you like the toys?" he was asked.

"I'm afraid I'll break them," he blubbered.

The other lad, who never let anything get him down, was found digging feverishly in the hay, humming happily.

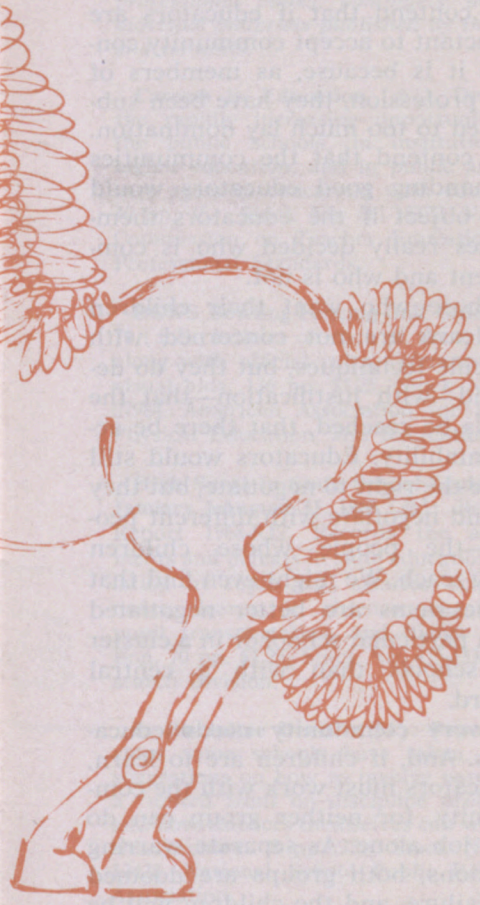
When asked, "What's going on?" he smiled a big smile and said, "I'm trying to find the pony."

DECENTRALIZATION, COMMUNITY CONTROL, GOVERNANCE OF THE EDUCATION PROFESSION

Many educators today feel, like our pessimist, a fear of breaking things—a fear that leads to immobility. There are more, we suspect, who are digging through all kinds of puzzling, sticky situations looking for a pony—an answer to one of the many problems facing us. We must go on looking, despite the odds. We can find solutions in the oddest places. We must not look at things and say, "Why?" We must all learn to dream things that never were and ask the question, "Why not?"

A lot of people in the United States today are dreaming things that never were, and are asking, "Why not?" Everybody's looking for new answers. Parents are demanding a new role in the school; teachers are demanding a greater voice in determining who they are and what they shall become; citizens are demanding a bigger role in local, state, and national government; students are demanding a say in what courses are taught in their high schools and colleges and who teaches them; religious leaders and laity are demanding a different role. So, we have parent power, teacher power, citizen power, student power, priest power. And what is behind all these shouts for power? A pony.

All the cries, all the marches, all the sit-ins, all the petitions, all the arm twistings are attempts to make institutions respond to the real needs of the real people they are supposed to serve. People are not attacking—nor are we—the values upon which our institutions are built, but the failure of society's representatives to recognize the gap that exists between the real



and the ideal and to take action to bridge it. To try to find the pony, people are looking through all the hay that has collected over the years.

The poor and powerless have decided to do something about their own destiny; they are struggling to get a piece of the action. And this struggle, though it creates ulcers, is a very hopeful sign. The poor and powerless are no longer staring at those toys, immobilized. They are looking, digging, sifting. This search is the most creative thing going on in the world today, despite the moon shots, the glass skyscrapers, and that "silly millimeter longer." Our institutions have grown into huge bureaucracies; they have become too large, too cluttered, too unresponsive, too impersonal, too untruthful, too uncaring. The result, in the words of William Butler Yeats, is that "things fall apart; the center cannot hold." But what does this have to do with education?

The contrast between what is and what could be is most apparent in our large urban centers, although it also exists in many poverty-stricken rural areas. Study after study has illustrated the bleak situation of our inner-city schools. *Death at an Early Age, The Way It Spozed To Be,* and *36 Children* are only three of the many books that have drawn poignant pictures of neglected city schools and have highlighted the tragedy of a system that provides the least to those who need the most.

Given all this, is it any wonder people are asking, "Why not?" Is it any wonder people do not trust the present structure? Is it any wonder they want a piece of the action, want to find that pony?

Many have suggested reorganizing the schools to produce maximum efficiency and responsiveness. Some people believe that bureaucracy *is* strangling our city schools. They also feel that returning to individual schools authority and responsibility for many decisions about school programs will allow the school staffs and the parents greater flexibility in meeting both the general and specific needs of the children. Some people are demanding that huge bureaucratic city school systems decentralize, get down to the people, serve their public in a more responsible, responsive way. To understand what is involved in all this—as it applies to educators—let us try to sort out the issues. Let's start digging to see if we can find that pony.

Among the first problems we face as we attempt to sort out the issues involved in decentralization and community control of schools is the incredible mishmash of definitions. One set was derived from textbooks and dictionaries; a constantly evolving set was developed by the communications media; a third set was spelled out by those affected. In addition, each of the terms established connotative definitions in people's minds.

If we hope to understand issues, develop policies, or take action, it is vital that we have a clear picture of the meaning of such terms as decentralization, community control of schools, accountability, control of education, teachers' rights, and governance of the education profession. We must find out (a) what communities want and have a right to and (b) what educators want and have a right to. Until we do this, we cannot discover where what the community wants will conflict with what educators want and where the concerns of both groups will merge.

Decentralization, basically an administrative technique, is the distribution of functional responsibility from a central authority to a regional or local authority. A decentralized school plan splits up the school district for more efficient administration. In no way does it imply or guarantee community control of schools. The orders still come from the top, the educator is still responsible to the central administration on substantive matters, and the educator still receives both rewards and punishments on the basis of carrying out central office policies—even when they conflict with local needs. Some cities have had decentralization plans for many years. Recently, however, the terms *decentralization* and *community control of schools* have been used synonymously. Thus, the two have become interchangeable in many people's minds.

Community control of schools: Frequently, the phrase evokes vivid pictures of angry parents, always black, usually illiterate, sometimes inarticulate, often frighteningly vocal. Many people react emotionally to this phrase. But logic and common sense must override emotional response. We must respond with our minds, not with our guts. Residents of the inner city interpret this same phrase as a chance and a right—a chance for them to make sure the schools respond to their

children; a right that they have been denied.

Let's look beyond the picture we have conjured up to see what powers these communities are seeking. They are saying that they want to make decisions about their children's lives; they want to set the priorities of the school program; they want to help develop programs and assess them; they want to allocate budgets; they want to hire teachers for their schools—yes, and transfer them, too. They want to make the schools accountable, responsible to them.

By asking for accountability, the powerless are not asking for freedom to intervene but for the authority to make the system respond. Proponents of community control of schools would place this authority for a school or a cluster of schools in an elected governing board composed primarily of parents. Most have suggested that educators as well as parents be on this board. Such boards would have to exercise their powers in accordance with state laws. Thus, the proponents of community control are seeking the same rights that Americans in suburban communities exercise, if they so wish.

Ultimately, the responsibility for a child's education rests with his parents. Though parents have gradually delegated the administrative function of education to the states, our system of public education is supposed to serve all the people and is supposed to be controlled by the public in the interests of the public. As citizens and as educators, we have accepted this principle; indeed, we have proclaimed it. You might even say we have taught our lessons well. We have told people they have a right to control education. And now, some people in some cities are crying, "OK. We have a right; so give us our schools!" We must ask ourselves, "Is this a legitimate request?"

Parents and citizens are putting us to the test, as educators and as Americans. We all know what the real issue is: Do the poor and the illiterate have the same basic rights as other Americans? Obscure it as we may, rationalize it as we do, that is the issue. We are currently trying to export democracy. Will we apply it here?

Who controls education? is the issue involved. Which public controls education? Control of education is, of course, a public right, not a professional one. Can we devise a structure that will enable a large number of people living in a small section of the city to participate in decision making as fully as possible—as fully as a small number of people living in a sprawling suburb?

We have stated that the profession (or the professional association) has no right to control education. But what about educators? What rights do educators have? What rights should they have? How would shifting control of education affect these rights?

Educators have a right to determine under what conditions they will work; to determine how they will be assigned, transferred, and fired. In some places, they have a right to negotiate about these things with those who control education. We don't have to spell out all the gains we have made through negotiation, nor the pain and struggle involved in securing these gains. We cannot lose them, and we need not.

There is, however, another battle to fight: We have to find another pony, tame him, ride him. Educators have to gain legal responsibility for governing the education profession. By education profession, we mean all teachers, administrators, specialists in public and private schools and colleges, education associations, and governmental agencies with responsibility in the field of education. Right now, this profession lacks the safeguards it needs. Educators are concerned about capricious dismissal because they have been capriciously dismissed. The education profession does not decide who will be admitted to membership and why, and is not empowered to determine who is competent and who is not.

In every state and in every city in this country, ultimate legal responsibility for the education of teachers for entrance into the profession, for dismissal, and for determination of competency, rests with a lay board. Educators do not have the legal right to govern themselves, nor are they able to determine their own destiny.

But what does governance of the education profession have to do with community control of schools? We contend that if educators are reluctant to accept community control it is because, as members of the profession, they have been subjected to too much lay domination. We contend that the communities demanding good educators would not object if the educators themselves really decided who is competent and who is not.

Those who want their children to learn are not concerned with specific techniques, but they do demand—with justification—that the goals be reached, that there be accountability. Educators would still have the right to negotiate, but they would negotiate with different people—the people whose children they teach. We might even find that some items are better negotiated in a particular school or in a cluster of schools than with a central board.

Every community needs educators. And, if children are to learn, educators must work with the community, for neither group can do the job alone. As separate warring factions, both groups are doomed to failure, and the children will be forgotten. Together, educators and communities might be able to cause real change, to acquire desperately needed resources, and to educate the children of our cities.

In classrooms where there aren't enough chairs or supplies, where there are children without books or hope, where bureaucracy strangles creativity, and where children aren't learning, there are frustrated, overburdened, and unhappy teachers who are unable to teach. Let us hope, though, that off in one corner some smiling optimist is still looking through all the hay for that pony. It is essential that we find him quickly. And when we do, we should not ask him, "What are you doing here?" but "Where have you been? Why didn't you come sooner?"

—Staff, Task Force on Urban Education, NEA.

NEW NEA PUBLICATIONS

This listing is prepared monthly to keep members informed of the newest professional books, pamphlets, and audiovisual materials published by the NEA and its units.

Careers in Education (#1). Describes the rapidly increasing opportunities in the public schools, in institutions of higher education, and in public and private agencies concerned with education. 40 pp. 35¢. Stock No. 681-18372. National Commission on Teacher Education and Professional Standards.

DGWS Bowling-Fencing-Golf Guide 1969-71 (#2). Articles on each of these sports, along with official rules, references, and visual aids. 136 pp. $1.25. Stock No. 243-07984. American Association for Health, Physical Education, and Recreation.

High Spots in State School Legislation, January 1-August 31, 1968 (#3). Research Report 1968-R12. Records the achievements and defeats in state education legislation by topic, e.g., salaries, school finance, leaves of absence, negotiation, pupil transportation, and higher education. 70 pp. $1.25. Stock No. 435-13364. Research Division.

Is Discipline Dead? (#4). Reports on steps some schools have taken. Offers suggestions on how to involve parents in a "united front on discipline problems" and how teachers themselves can work on this problem. 8 pp. 25¢. Stock No. 411-12428. National School Public Relations Association.

Junior and Community College Position Vacancies for 1969-70 Academic Year. March edition. A placement service directory that lists vacancies by region and by college. Indicates the person to contact, salary range, minimum requirements, and positions available. 28 pp. $2 to nonmembers of NFA-CJC. Stock No. 851-24132. Order directly from the National Faculty Association of Community and Junior Colleges.

New Dimensions in School Nursing Leadership (#5). Includes papers on school health programs presented at the recent AAHPER-sponsored School Nursing Leadership Conference. Covers current legislation, curriculum, administration, professional qualifications, and leadership. 112 pp. $2. Stock No. 244-07986. AAHPER.

Philosophy and Standards in Girls and Women's Sports (#6). Discusses the nature, conduct, implementation, and evaluation of sports programs, with emphasis on the role of the leader, administrator, and participant. 64 pp. $1.50. Stock No. 243-07988. AAHPER.

The Reading Debate—Which Method Works Best? (#7). The research done on the methods of teaching reading for the past half century summarized by the editors of *Education U.S.A.* 8 pp. 25¢. Stock No. 411-12434. NSPRA.

Salary Schedules for Teachers, 1968-69 (#8). Research Report 1968-R13. Reports and summarizes findings from 1,882 named systems. Gives minimum and maximum salaries and increments by teachers' preparation; maximum placement for experience; provisions for superior service or merit; and miscellaneous information. 122 pp. $2.25. Stock No. 435-13366. Research Division.

School Finance Campaign Handbook for Education Associations (#9). The first in a series of 10 guides, it includes sample materials for planning and organizing campaigns to win voter approval of financial issues. Ideal for local education associations, school systems, and citizen committees. 60 pp. $1 each; 10 or more, 20% discount. Stock No. 391-12084. Press, Radio, and Television Relations Division.

Sources of Information on Student Aid (#10). Valuable information on amounts awarded, requirements, where to write, etc. 20 pp. 25¢. Stock No. 431-13368. Research Division.

What Is Classroom Public Relations? (#11). Defines the term and provides tips on how to improve public relations practices in the classroom. 8 pp. 25¢. Stock No. 411-12424. NSPRA.

What Research Says to the Teacher Series—Educational Media (#12). No. 14. Selects from relevant research in this field those suggestions which have the most bearing upon the teacher's use of media. Explores the changing role of the teacher that such educational media require and/or make possible. 33 pp. 25¢. Stock No. 115-03594. Association of Classroom Teachers.

World Civilization Booklist — Supplementary Reading for Secondary Schools (#13). Bulletin No. 41. Lists over 1,200 annotated, cross-indexed books covering world history, world affairs, and area studies. Has been expanded to give broader coverage to the non-Western world. 256 pp. $3.50. Stock No. 498-15218. National Council for the Social Studies.

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We believe that our school environment suits the needs of disadvantaged children,

says **ROBERT L. SPAULDING,** *director, Durham Education Improvement Program,* Duke University, Durham, North Carolina.*

• **Normal children can be made to appear mentally** deficient if they are raised in attics or deprived of reinforcing social interaction. If they remain thus restricted for several years, they will, in fact, become permanently disabled intellectually.

The children of America's poor have, figuratively and in some cases actually, been closeted and cut off from experiences which permit the development of the specific intellectual skills and concepts valued in the public schools. By comparison with their more fortunate counterparts in middle-class America they frequently appear retarded. Through the passage of time and repeated failure in school, many of these children realize a permanent disability.

The Durham Education Improvement Program is predicated on the assumption that these children need not be lost; that they need not experience failure after failure in a system of schooling devised for a past generation in a far different social context. If intelligence is, in part, a function of the quality of a child's experience, then an environment appropriate to the developmental needs of poverty's children will enhance intellectual and academic performance. The Durham EIP seeks to transform the school environment to suit these developmental needs of disadvantaged children.

EIP has taken the position that the most powerful force for promoting change in the school setting is selective use of warm, personal attention by the teacher. The second most important feature of EIP's classes is presentation of carefully structured, concrete environments which invite exploration, language, and thought. It is hypothesized that by appropriate use of adult attention and proper pacing

* A project of the Ford Foundation under the auspices of the Southern Association of Colleges and Schools, whose Education Improvement Project is funded by the Ford and Danforth Foundations. The Durham EIP is jointly administered by Duke University, North Carolina College, Durham City Schools, Durham County Schools, and Operation Breakthrough, Inc.

OPINIONS DIFFER

The Durham E

It has much to recommend it, but I doubt that it is the final answer,

says **RICHARD M. BRANDT,** *professor of education and chairman, Department of Foundations of Education, University of Virginia, Charlottesville.*

• **In recent years a tremendous number of proposals** have been made and programs launched in an attempt to close the gap between early childhood development and potential. Numerous recent proposals have called for more highly structured, cognitively oriented nursery and kindergarten programs than in the past. In deadly earnest they have claimed that as much significant learning occurs before the child reaches first grade as in all school life to follow and that without this early learning, the child may be forever handicapped. In considering the plight of the poverty child in particular, they have cited almost insurmountable readiness limitations at the time he enters school as major obstacles to later school success.

The Durham Education Improvement Program takes its place alongside "Head Start" and other recent early childhood programs designed to bridge the gap. In many ways it represents the best that modern learning theory can offer early childhood education. I believe, however, that the EIP directors take a somewhat overoptimistic view of it as a panacea for problems in the regular preschool classrooms.

Underlying the entire program is the notion that independence and self-control grow out of an earlier state of dependence and adult control. The rationale is that cooperation, academic achievement, and other desirable pupil objectives can best be promoted—at least for disadvantaged children—by first attaining a high degree of teacher control over their school behavior, carefully shaping it to fit school expectancies. Teacher control is retained until desirable behaviors emerge and it is no longer needed.

This emphasis on a high degree of teacher structuring of children's early school experiences seems to be in direct contradiction to the recommendations of many childhood authorities that young children need a great deal of freedom to explore, and even explode at times, without undue adult intrusion.

One cannot help wondering if yesterday's stress on the need of middle-class children to have uninhibited play in nursery school was not a reaction to an overly structured, authoritarian home of an earlier generation, whereas today's stress on structure and control for the lower class child is an outgrowth of relatively unstructured, laissez faire home conditions. In my

and sequencing of concrete experiences, disadvantaged children will develop the social and intellectual characteristics valued by our society.

The Durham child from disadvantaged circumstances is expected to be able to learn two sets of adaptive responses—those appropriate at home and those suitable to school. The EIP classes use a reward system that favors self-control of physical behavior and the achievement of such social and academic skills as listening, thinking, generalizing, and cooperating. His speech is encouraged and focused by the selective attention of his teachers.

Aversive-control techniques which many teachers favor, since they usually result (in young children) in immediate compliance and passivity, are systematically eliminated. Only those actions of children likely to lead to serious injury or damage of property are punished, and punishment is limited to social isolation for 3 to 5 minutes. Because most of the disturbing behavior in the classroom results from the child's use of peer-oriented attention-getting techniques, the control methods of EIP teachers emphasize rewards for ignoring the negative attention-getting behavior of others and for cooperative productivity.

In the EIP classrooms the views of the social learning theorists are used to derive programs of behavior modification. Thus EIP teachers sometimes utilize extrinsic reinforcers, such as cookies or trinkets, to increase the desired behaviors of children who are not reinforced by adult attention. Eventual weaning from external reinforcers is accomplished by pairing concrete rewards with adult approval and by giving the children maximum opportunities to learn academic skills that are customarily valued both at school and at home—for example, skills of reading, mathematics, and standard English.

When EIP school expectations involve basic social behavior, such as sitting down or cleaning up, the children usually receive some kind of extrinsic reward. However, when the desired behaviors are based upon intellectual characteristics that society values, EIP teachers gradually withdraw external reinforcers and encourage each child to discover his own sense of control and competence through intrinsic reinforcement. Achievement in reading or mathematics is strengthened by instructional techniques which permit a child to gain satisfaction through both a sense of competence and social recognition from

(Continued on next page)

ducation Improvement Program

opinion, it is not a matter of either/or, for children need both the security that comes from environmental consistency and the self-assurance that comes from independent accomplishment.

Several features of the Durham project seem commendable. First in importance is the use of "warm, personal attention by the teacher" as the major means of shaping desirable pupil behavior. Teachers often do not realize how much they use aversive control techniques and how ineffective such procedures really are. The best that can be said for most aversive techniques—sharply stating, "John, be quiet," for example—is that they usually bring forth temporary compliance so that the class as a whole has a momentary respite from disruption.

Generally, however, few positive, long-term consequences result for the child himself. It is both more wholesome for him and more lasting in consequences, when he is noticed for exhibiting desirable behavior and ignored—whenever possible—for showing undesirable behavior. The training of EIP teachers in classroom-behavior analysis and reinforcement procedures should help to overcome the natural tendency to notice misbehavior more than other behavior, and to draw special attention to commendable behavior.

A second sound feature of this program is its emphasis on specifying instructional objectives behaviorally, i.e., in terms of what the child should learn to do. Progress in teaching responsibility, initiative, and a host of other virtues is unlikely of accomplishment unless the meaning of these terms is rather precisely and operationally spelled out.

Another major commendable feature is the planning of instructional objectives around diagnosed strengths and shortcomings of learners. Operational objectives are tailored to the analysis of each pupil, so that the teacher has a plan to reinforce Johnny for certain behaviors, ignoring others; and Mary, for certain other behaviors. Theoretically, such a plan should result in a highly individualized classroom.

Several features of the Durham project, on the other hand, provoke skepticism or concern. It is possible that selective reinforcement might lead only to teacher control and pupil dependence without ever achieving the independence and self-control that Spaulding proposes. At this stage of preliminary reporting, his data are less than convincing. In one bit of research he cites behavior that improved after a reward was offered and decreased to baseline amounts after it was eliminated.

"Bribery" has the same effect in a variety of situations. When used sparingly with highly sought-after prizes or privileges, children typically respond with good behavior for a brief period of time. However, little, if any, lasting improvement results, and once

(Continued on next page)

SPAULDING *(Continued)*
classmates and parents. By the use of increasingly generalized reinforcement, EIP teachers foster the development of internal standards that will encourage the children to keep on striving to achieve in subsequent years in public schools.

Because EIP teachers are expected to identify several varieties of child behavior and give or withhold their attention according to a prearranged treatment schedule, they must be trained to "read" the overt behavior of all the children in their classes. Not only must they be able to identify immediately each type of behavior displayed by a child as he copes with the school setting, but they must be ready to apply appropriate reinforcers to counter undesirable peer attention and other competing social forces.

Each child must be known to his EIP teachers in terms of how he has responded in the past. The teachers need to keep in mind separate sets of performance expectations and reward schedules so that each child will adopt new behavior patterns suitable to the school situation and discard less useful coping techniques. In order to bring this about, EIP teachers are trained in classroom-behavior analysis and reinforcement procedures. An instrument of classroom behavior analysis (Coping Analysis Schedule for Educational Settings—CASES) has been developed for this purpose. Research assistants provide continuous data on each child's classroom behavior and plot the changes that occur.

The present EIP curriculum assumes that self-control is advantageous in both the social and the cognitive spheres. In EIP classes teachers lead children to explore a series of structured, concrete environments which emphasize mastery of motor function and symbols of English and mathematics. In the cognitive area, the EIP teacher utilizes many materials and media as he assists each child to arrive at his own mastery of the subject matter.

Children are grouped and regrouped for instruction and independent activities many times during the day. Limits of freedom are set and reset as needed to maintain profitable environmental encounters. Children are gradually led to spend a greater and greater portion of time engaged in physical and academic programs that will make the most of their abilities.

In several case studies completed in EIP, a similar pattern of pupil behavior change has occurred in each case, whether the behavior was aggressive and disturbing or passive and withdrawn. •

BRANDT *(Continued)*
prizes are attained, former behavior patterns usually return. The more frequently that "bribery" is used, the less effective it becomes. Prizes and privileges tend to lose their appeal if children have to alter their behavior too severely and too often in order to achieve them.

The gains in intelligence and academic achievement that are supposed to result from improved impulse control and social adaptability are far from established by the evidence presented. For example, lack of regression of intelligence and achievement cited for one class of rural disadvantaged children is hardly sufficient proof for evaluating a project of this scope.

The mere concentration of attention on particular classes, teachers, or pupils that results from implementing and assessing educational innovations can produce positive results almost in spite of the inherent quality of those innovations. Partly because of this "Hawthorne effect," numerous educational programs have produced seemingly positive results during early stages of their development only to have these effects disappear later on.

It is uncertain at this time how extensively behavior-modification techniques can be applied in ordinary classrooms. Most of the examples that this reviewer has seen are of children being treated individually or in small groups. Cases cited often show dramatic improvement of behavior that other techniques have barely touched. Even if such techniques should turn out to have limited practicability with ordinary size groups of normal children, they unquestionably are useful in special education classes and with individual children not being reached through other means.

Perhaps the most basic concern is with the implicit assertion of many behavioral modification proponents that programed reinforcement is the cure-all for most educational problems. Although the proper use of reinforcement and structure is a powerful tool, the roots of behavior and learning are deeper and more varied than many learning theorists will admit. To ignore these roots and turn instuctional programs into mere reinforcement schedules would lead to the same eventual disenchantment as befell many previous educational panaceas.

The above charge of depending on an overly simple formula would seem to apply less to Dr. Spaulding and his Durham colleagues than to many behavior-modification theorists. Apparently the Durham group is working in real classroom settings and recognizes the need for a solid knowledge of curricular structure and materials. They have developed ways of analyzing classroom behavior and identifying individual reinforcement needs, so that instructional efforts can be tailored to each pupil's response tendencies. Some major breakthroughs in early childhood education may result. •

LOCAL ASSOCIATION OF THE MONTH

Houston Teachers Association (Texas)

ASSOCIATION FOUNDED: 1919
PRESENT MEMBERSHIP: 7,200 members
DUES: $10
OFFICERS: President, president-elect, vice-president, secretary, treasurer
STAFF: Executive director, administrative assistant, secretary, bookkeeper
HEADQUARTERS: 1209 Jackson Boulevard, Houston, 77006

Growing: Pangs and Progress

• **Can a local association move with its community** into the space age? In a city which could house astronauts and build the Astrodome, the Houston Teachers Association could not be content just to keep its silver tea service polished. As it grew in numbers, its program also had to grow.

Action began with a self-evaluation of the association with state and national help in 1965. The evaluation disclosed the need for some essential changes. These included merging two formerly segregated associations, remodeling structure, rebuilding confidence after an outbreak of political extremism in the fifties, winning legislative permission to hold a tax referendum, negotiating a new salary schedule, creating a good public image for the association, and enrolling and involving a membership which increased from 3,683 in 1965 to 7,200 in 1968.

The need for remodeled structure stemmed, in part, from the city's vast area, which made it difficult for the faculties of widely separated schools to meet together. In the revised structure, general membership meetings for conducting business gave way to an assembly of 150 representatives. Division of the city into four areas (later increased to five) with area assemblies for teachers reduced travel time to meetings and provided greater opportunity for involvement. Changes in structure necessarily involved revising the constitution.

Merger of the Houston Teachers Association (white) with the Houston Classroom Teachers Association (black) into one large association, coupled with an increase in dues from $6 to $10, made possible entirely new efforts to communicate with members. And the single large association could focus the energies of many teachers on defining and solving common problems and improving the conditions under which teachers taught and children learned. Beginning with the question of scheduling Christmas holidays, the association began to involve its members on important issues by polling their members' preferences and opinions.

To communicate with its large and scattered membership, the association now publishes seven issues a year of a newspaper (*Horizon*), a bimonthly bulletin (*Contact*), and notices to every association member as needed.

A long-lasting educational crisis in Houston served both to involve HTA members and to strengthen the association's public image. The school district faced fiscal starvation because old laws limited its assessing power. Teachers were so ill-paid that new college graduates would not seek interviews with Houston representatives. Teachers talked sanctions. Despite this desire for direct action, however, the remedy obviously lay in legislation.

The first need was legislative permission to hold a referendum to increase taxes; the second was to win the referendum; and the third was to persuade the board of education to use enough of the added revenue to raise salaries, particularly at the upper end of the schedule.

The crisis continued month after month and, as the association marshaled its resources to win these legislative battles, members became involved. At one meeting of the four areas, 2,800 members turned out. The association's own publications sought to counteract the sometimes sensational and inaccurate public reporting of teacher activity.

Effective lobbying (building good rapport with legislators while presenting a justifiable case) secured passage of enabling legislation. A Gargantuan public relations effort, in the course of which the association employed a public relations firm to assist in the campaign, led to public acceptance of increased taxes. Lively give and take with the administration and the board brought—in June 1967—one of the best salary adjustments in Texas.

The association became active in politics. In the fall campaigns, it polled candidates and circulated their statements to members. It staged a citizenship clinic in the spring which candidates in the primaries attended. It encouraged the formation of "Teacher Committees for. . . .," and in subsequent elections saw many friends emerge as winners.

This involvement led to membership growth. Without increasing dues, HTA added to its professional and clerical staff. As a further stimulation to membership, it began to find out why teachers did not join and selected certain schools as targets for intensive promotion. In one such school, membership doubled; in another, tripled. In the membership year 1967-68,

membership in HTA, compared to 1964-65, increased by 79 percent; in the Texas State Teachers Association by 73 percent; in the Texas Classroom Teachers Association by 95 percent; and in NEA by 243 percent.

The membership promotion included a breakfast and orientation session for new teachers. A skit presented problems common to the district, after which new teachers divided into groups where veteran teachers discussed what the association was doing about these problems.

The association produced its own brochure on the united teaching profession, entitled "Happiness Is a Thing Called Enthusiasm." At the end of the membership campaign, the association honored its faculty representatives at a dinner and gave those whose faculties were at least 50 percent enrolled a chance to be regular delegates to the 1968 NEA Representative Assembly in Dallas.

The successful public relations program which developed during the struggle for the tax referendum has continued. The association involved the Junior Chamber of Commerce in its reception for new teachers. It publicized American Education Week as a joint venture with the American Legion and the PTA. This year, during AEW, the Public Relations Committee persuaded one of the TV stations to bring cameras into the classroom to let Houston citizens see creative teaching activities.

In the spring, HTA gives an Awards Dinner honoring citizens and representatives of the communications industry who have made outstanding contributions to education. The association then suggests their names for recognition by the state association as well. Members of the Public Relations Committee follow the press closely and write letters of commendation to citizens whose reported accomplishments seem significant to Houston. HTA also cooperates with the community by running a tutoring program in a home which the Jaycees established for troubled youth.

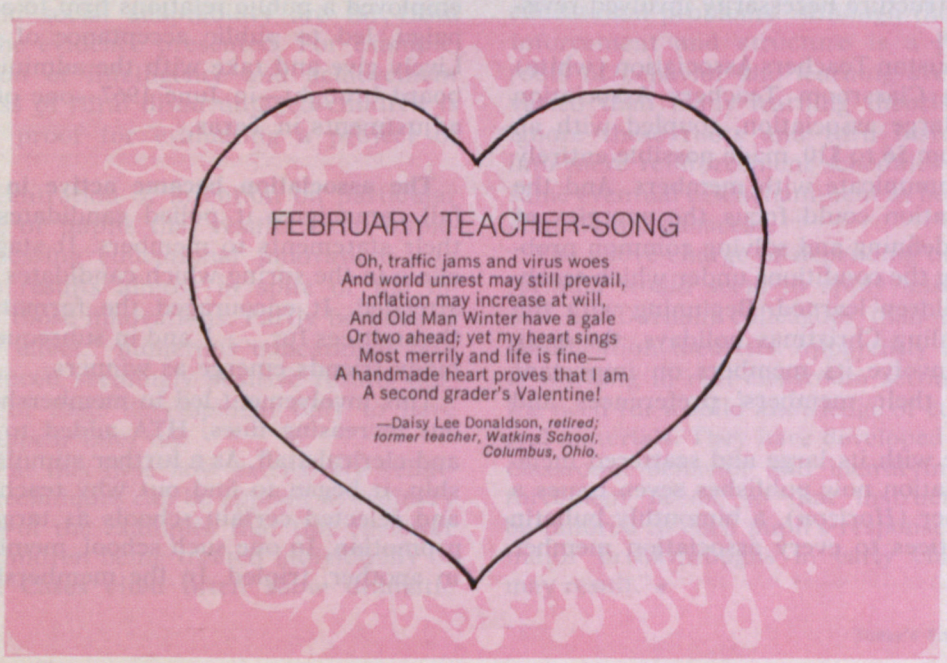
Other HTA program highlights include:

1. A salary consultant service to help individual members understand the schedule
2. Stimulation of FTA clubs through an essay contest
3. Improvement of an "interaction analysis workshop"
4. A blood bank for members, spouses, and dependents
5. Maintaining low rates for group health insurance
6. Developing and seeking implementation of a blueprint for teacher planning time
7. A discount buying service involving 100 local firms
8. Desegregation workshops for teachers
9. Leadership training in group dynamics for faculty representatives and a leadership retreat for the executive committee
10. Payroll deduction for the credit union and professional dues
11. A "professional consultation agreement" with the board. This agreement, based on the council principle, gives the association majority control in negotiation.

Specific goals for 1968-69, in addition to continuing action on those already mentioned, include standardization of an equitable policy for payment for textbooks lost by students but charged to teachers, continued improvement of salaries, and accumulation of sick leave beyond 90 days.

Obviously the association has not yet launched a moonshot into orbit from NASA's pad, but neither is it going around in circles in Houston. Today it works to improve its organizational structure still further and to sharpen its internal communication. HTA needs additional revenue to support its future program. Confident that members are sufficiently involved in the program now to support an increase in dues, the association looks to the future with confidence in itself.

—**Dorothy L. Brooksby,** *NEA organization specialist, Division of Affiliates and Membership;* **Noah A. Lee,** *Southwest regional director, NEA.*


FEBRUARY TEACHER-SONG
Oh, traffic jams and virus woes
And world unrest may still prevail,
Inflation may increase at will,
And Old Man Winter have a gale
Or two ahead; yet my heart sings
Most merrily and life is fine—
A handmade heart proves that I am
A second grader's Valentine!
—Daisy Lee Donaldson, retired; former teacher, Watkins School, Columbus, Ohio.

CLASSROOM INCIDENT

Each month, this feature presents the story of a troublesome classroom incident and analyses by consultants whose training and experience may enable them to contribute illuminating insights.

• **After a good many years away, I** had returned to my hometown to teach in the junior high. The student who made the deepest impression on me the first week was Martha Gish, a girl in my ninth grade homeroom. Martha stood out like a being from another planet.

"What kind of parents can let that child come to school gotten up as though she were a cocktail waitress?" I grumbled to Florence, the school librarian, who'd gone to high school and college with me.

"Well, you know them — the father, at least," Florence said. "He's Fred Gish, who was in our high school class. He married a foreign girl he met overseas."

"I used to date Fred," I said. "He was one of the neatest, best-dressed boys in school—and conservative! I can't imagine his letting a 14-year-old come to school with that rat's nest hairdo and such fantastic eye makeup."

All the rest of the day, I kept thinking about Martha. Perhaps Fred was one of those men who are too wrapped up in work to notice what goes on at home. Probably the foreign mother simply didn't understand how nice American junior high school girls look.

That evening I decided to act. Even if I hadn't seen Fred for years, I told myself, he was an old friend and I owed it to him to tell him that he wasn't doing right by his daughter. I got out my personal stationery. "Dear Fred," I wrote, "As an old friend, I'm interested in you, and I'm also interested in Martha, who is in my homeroom." I went on to tell Fred about how incongruous Martha appeared in the midst of her schoolgirl-looking classmates. I added that in my opinion her bizarre appearance was well on the way to making her a social outcast.

Even though the letter was addressed to Fred, his wife opened it and, to put it mildly, all hell broke loose. Mrs. Gish raised an uproar that involved the whole community before it settled down. She accused me not only of interfering with the way she was rearing her daughter but of trying to turn her husband against her.

I still think that I acted in Martha's best interests and that it was natural for me to communicate with Fred, the parent I knew, instead of with his wife, but probably nothing would have been worth such a furor. I wonder what would have been the best way to handle the situation.

Consultants' Comments

ELVA K. NEWCOMER, *counselor, Grant High School, Portland, Oregon.*

As a counselor, I would never have written a letter to the parent of this girl. I would work *with Martha* and her values. First considering the basic needs of this girl, I would ask myself, Why does she feel the need for garish makeup and a wild hairdo?

Since peers have a great deal more influence on a junior high school girl than do her parents or teachers, I would doubt that she is the only girl in the school who overdoes the makeup. Therefore, I would try solving the problem not by pinpointing *this* girl, but by involving all the girls in the class in small, group-counseling sessions.

I would set the groups up in such a way that there would be one or more "popular" girls of the school who display good taste in grooming in each group. Or I would call in a couple of high school girls who are admired by the junior high girls to lead the group discussions. The groups would have as their topic of discussion, "good taste as applied to makeup and hairdos." The girls might even demonstrate several hair styles and the proper makeup for girls of their age.

If Martha's appearance did not improve after these group sessions, I would then call her in and discuss her problems with her personally.

ROBERT BENNETT, *principal, Cadiz (Ohio) Junior-Senior High School.*

Henry Brooks Adams said, "A teacher affects eternity; he can never tell where his influence stops."

The relationship of the school to the public is one worthy of careful consideration by all school personnel—especially teachers. School employees are dependent upon a friendly public opinion for support of schools in many ways. Martha's homeroom teacher should have realized this. She should have been professional at all times, should not have spoken about an individual student in public or with other staff members, and should have kept this problem at the school.

It was certainly a tactical error for the teacher to write a letter to the father because at one time she had had dates with him. Personal relationships between teachers and parents should not be used to influence matters pertaining to student guidance.

It might have been wise for the teacher to arrange a personal interview with Martha and speak to her frankly about her personal appearance, suggesting ways for improvement. Another alternative might have been to confer with both parents. This would call for the greatest amount of tact to avoid any possible feeling of antagonism on the part of the parents. If a feeling of mutual helpfulness could have been fostered, the child would have received benefit as the result of the interview and the parents would have gone away happy and satisfied. •

• **The 1969 NEA Convention will be held in the Civic Center** in Philadelphia, Pennsylvania, June 30-July 5 and will have been preceded by meetings of departments and other NEA affiliated groups. The Association of Classroom Teachers will meet on June 29-30.

NEA registration and exhibits will be in the Exhibit Hall at the Civic Center, opening at 9 A.M. on Monday, June 30, and continuing through Friday, July 4. Throughout the week, the NEA Service Center, in the Exhibit Hall, will be open to supply information and consultative services.

At the first general meeting on Tuesday night, the NEA president and the executive secretary will present, jointly, their annual report of NEA activities and accomplishments. Subsequently, eight business meetings, and a final general meeting where new officers are presented, will be held.

A new feature of the program will be the inclusion of reports on NEA priority programs as implemented by NEA commissions and standing committees. These will be presented during the third business meeting on Thursday.

Wednesday night, Candidates' Night, will mark a departure from previous practice. This second business meeting will be devoted exclusively to discussion of issues by candidates, followed by audience participation. Although there will be no receiving line, after this open forum candidates will be available at individual stations in the Center Exhibit Hall to talk with those who wish to meet them. At the same time, the NEA president will be in the adjoining exhibit hall where music, entertainment, and refreshments will be available.

NEA commissions and committees will assemble for their open meetings on Thursday afternoon, and the traditional Classroom Teacher Night will be July 4.

All plenary as well as most of the state delegation and group meetings will be scheduled in the Civic Center. The Center is three miles from downtown hotels, and shuttle bus transportation will be provided. The Center has parking space for two thousand cars.

Those who wish space for camping or trailers should write to the NEA Convention Coordinator or to the Philadelphia Convention and Tourist Bureau for a listing. •

CAPSULE PROGRAM

Sunday
- Classroom Teachers

Monday
- NEA Registration Opens
- Classroom Teachers
- Administrative Departments

Tuesday
- NEA State Delegations
- NEA Open Hearings
  - Resolutions, Budget, Bylaws
- Board of Directors
- Departments
- General Meeting

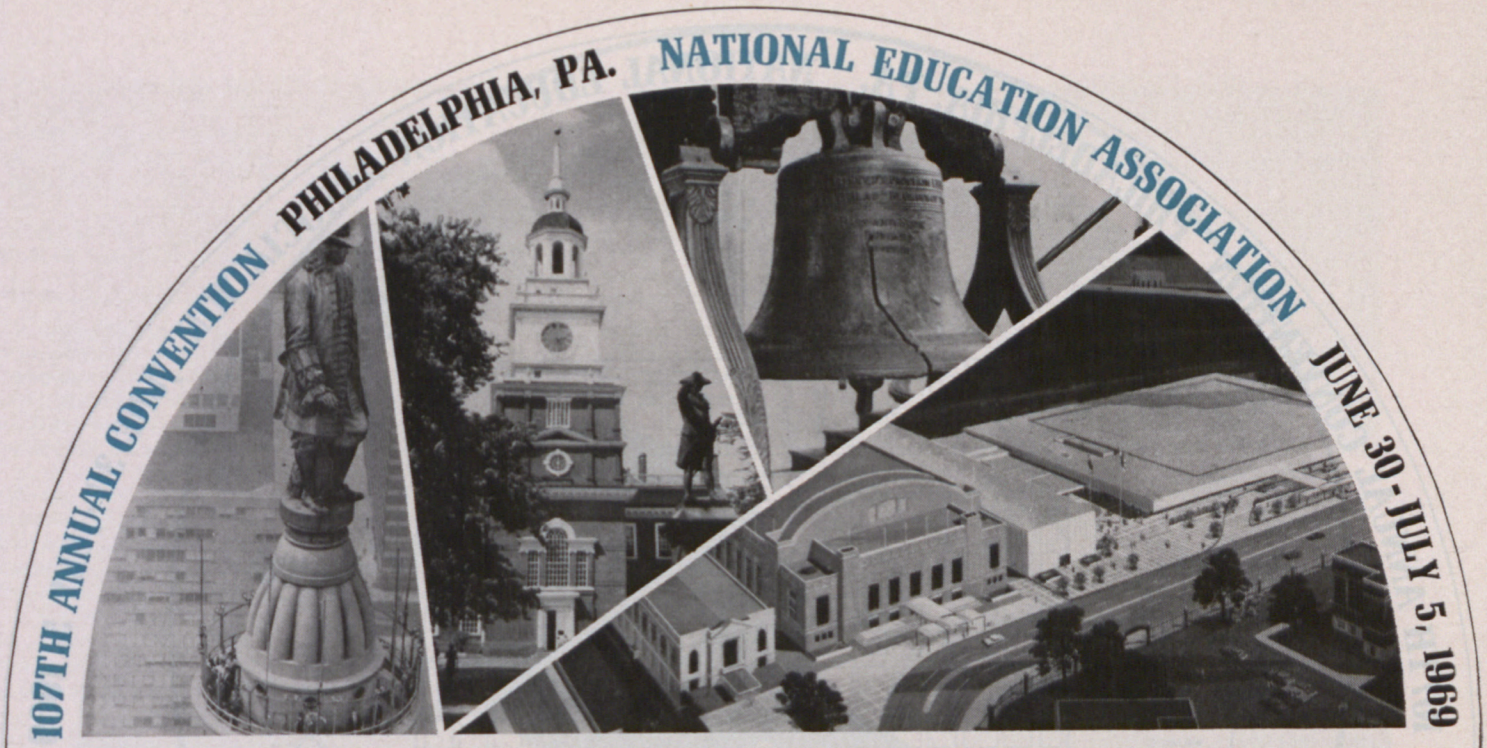
Wednesday
- State Delegations
- Business Meeting
- Special Group Luncheons
- Open Forums
- Candidates' Night

Thursday
- Business Meeting
- Commissions and Committees
- Business Meeting

Friday
- State Delegations
- Business Meeting
- Business Meeting
- ACT Night

Saturday
- State Delegations
- Business Meeting
- Business Meeting
- General Meeting
- Party for New Officers

1969 NEA CONVENTION



APPLICATION FOR SLEEPING-ROOM ACCOMMODATIONS

Most of the rooms in the downtown hotels and motels have already been reserved for state education associations for all or a portion of their delegates and are not available for individuals filing this form. However, the Housing Bureau of the Philadelphia Convention & Tourist Bureau will make sleeping room reservations for you upon receipt of this reservation blank if all requested information has been provided. The Bureau will make your reservation in the best accommodation still available on a first-come, first-served basis, taking into account the type of accommodation you prefer. Applications should be received before June 7 to ensure receipt of confirmations.

HOTEL, MOTEL, OR DORMITORY PREFERRED _____ (See following page for facilities and rates.)

Please reserve the following:

ACCOMMODATIONS DESIRED	RATE DESIRED
____Room(s) with single bed for one person	$_____ to $_____
____Room(s) with double bed for two persons	$_____ to $_____
____Room(s) with twin beds for two persons	$_____ to $_____
____Suite(s), parlor and one bedroom	$_____ to $_____
____Other, attach statement	$_____ to $_____

MAIL TO: NEA Housing, Philadelphia Convention & Tourist Bureau, 1525 John F. Kennedy Blvd., Philadelphia, Pa. 19102. Do not send deposit with this form. Confirmation will be received direct from hotel/motel.

Date _____

Arrival Time: Date _____ Hour _____ A.M. P.M. Departure Time: Date _____ Hour _____ A.M. P.M.

Arriving by: Bus _____ Car _____ Plane _____ Train _____

Please print or type the names and addresses of all occupants, including the person making the reservation:

Name Street Address City State Zip Code

_____

_____

_____

_____

CONFIRM RESERVATION TO:

_____

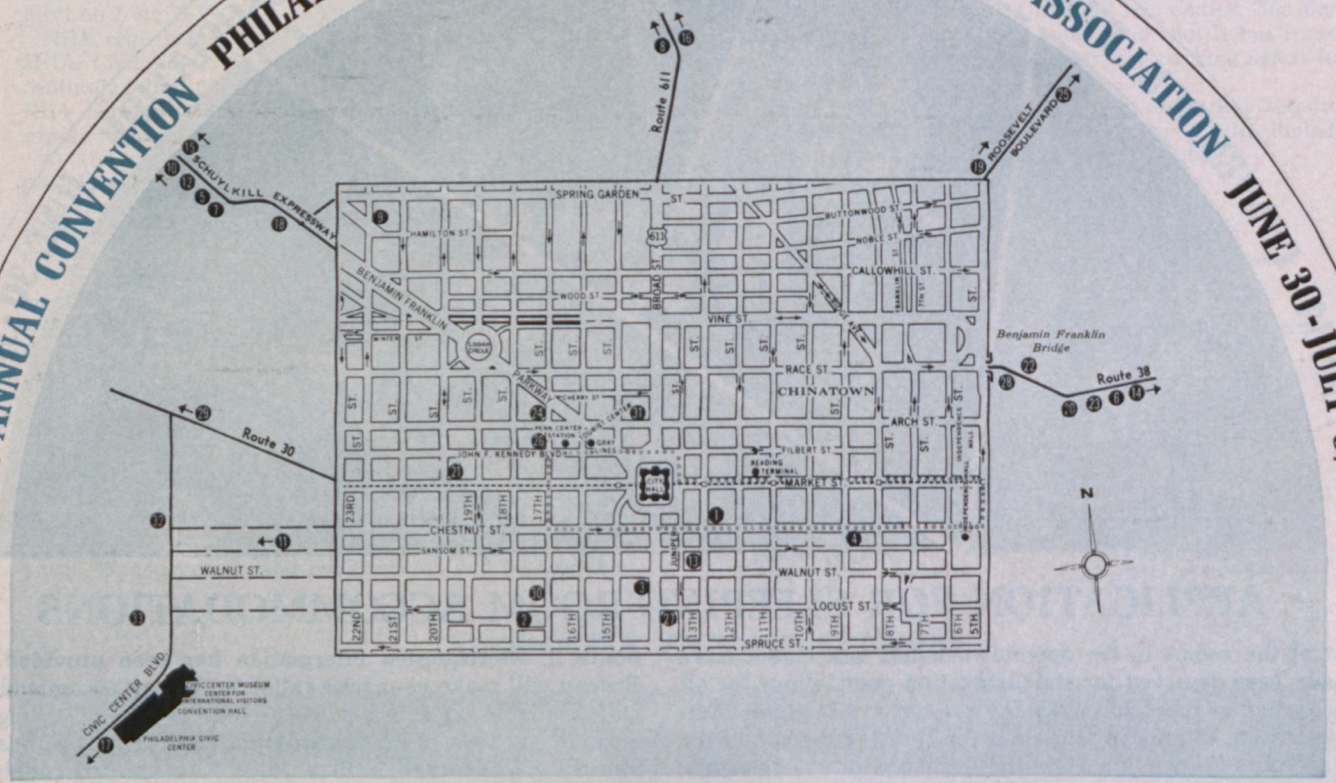
Name Street Address City State Zip Code

Registration and Exhibits Open in the Auditorium, 9A.M., Monday, June 30
Last General Session, Auditorium, Saturday Night, July 5

NOTES:

1. Excellent accommodations are available in outlying motels. If you are driving, we recommend this type of accommodation. Rates are about the same as those for comparable accommodations in hotels. Ample parking space is available near the Auditorium.
2. The dormitory accommodations at the Drexel Institute of Technology and the University of Pennsylvania while not ideal are economical and within easy walking distance of convention hall.
3. Be certain to indicate your arrival time in Philadelphia. Reservations will be held only until 6:00 p.m. on the day you indicate you will arrive, unless your hotel is advised of a later time of arrival. Failure to notify the hotel directly of any changes in your arrival time may result in cancellation of your reservation.
4. Notify the Housing Bureau of all cancellations up to 15 days before the convention. Within the last 15 days, make cancellations and changes direct with hotel.
5. The names and addresses of all persons who are to occupy rooms requested must be listed in the spaces provided on this application form or on an attached sheet completed in the same manner. Avoid duplications.

107TH ANNUAL CONVENTION PHILADELPHIA, PA. NATIONAL EDUCATION ASSOCIATION JUNE 30-JULY 5, 1969



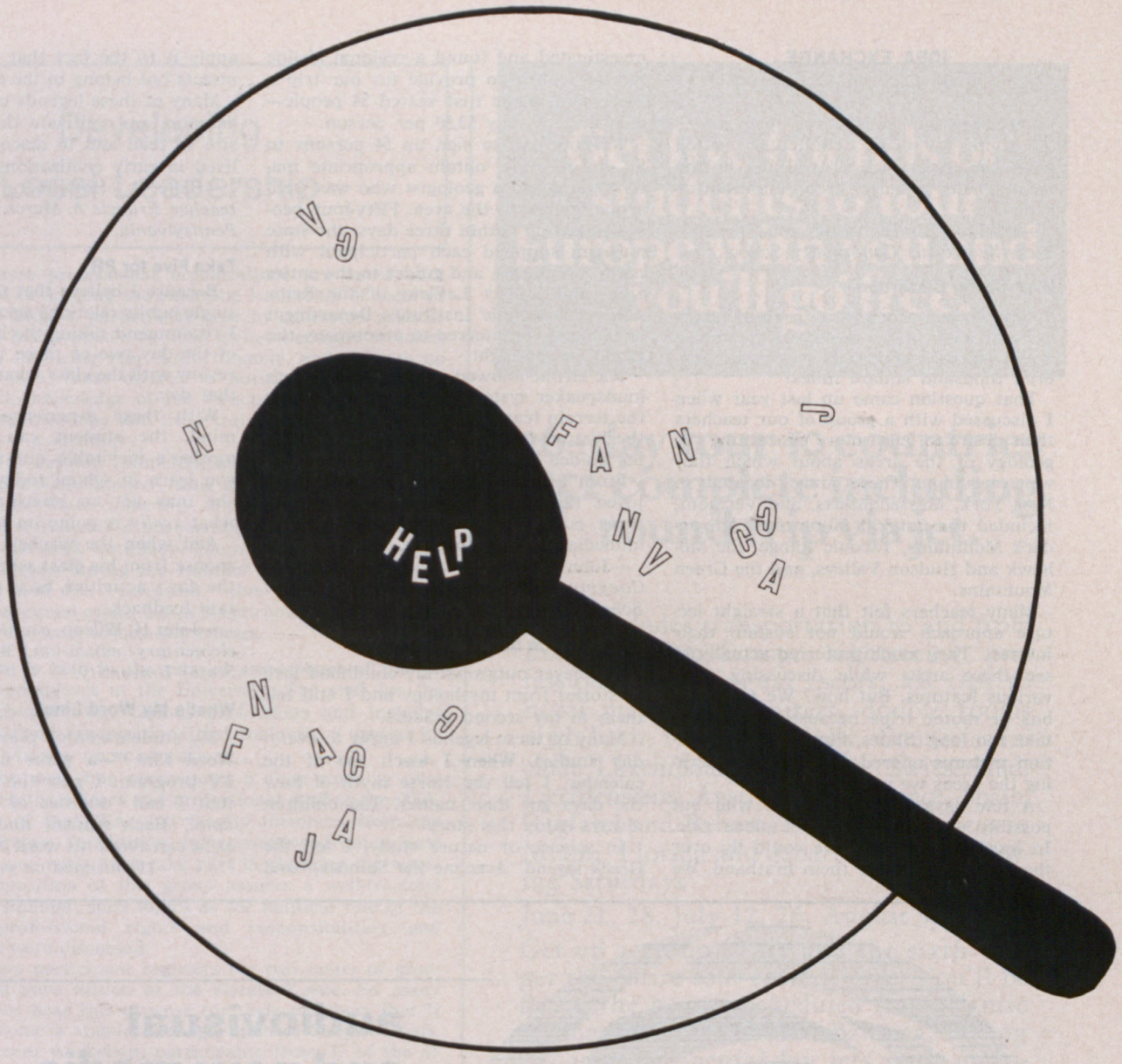
HOUSING RATES

KEY	HOTELS/MOTELS	SINGLES	DOUBLES	TWINS	SUITES
1	Adelphia	$11.00	$15.00	$15.00	$45.00
2	Barclay	$21.00-23.00		$21.00-27.00	$35.00-55.00
3	Bellevue Stratford	$13.50-22.00	$18.00-25.00	$18.00-28.00	$37.00-70.00
4	Benjamin Franklin	$12.50-17.00	$16.50-21.00	$17.50-22.00	$35.00-42.00
5	City Line Motor Inn			$20.00	
6	Country Squire Motor Inn	$11.00-12.00	$15.00	$17.00	
7	Fairways Motor Inn		$18.00	$19.00	
8	Fiesta Mohawk Inn	$13.00-14.00	$18.00	$20.00-22.00	$50.00
9	Franklin Motor Inn	$17.00		$24.00	
10	George Washington Motor Lodge			$20.00	
11	Hamilton Motor Court	$12.00	$16.00	$18.00-20.00	$30.00-44.00
12	Holiday Inn (King of Prussia)	$14.00		$19.00	
13	Holiday Inn Midtown	$15.00		$20.00-22.00	
14	Holiday Inn (Moorestown)	$12.00	$15.00	$19.00	
15	Howard Johnson (King of Prussia)	$11.00		$18.00	
16	Howard Johnson (Willow Grove)			$20.00	
17	International Motor Lodge	$16.00	$20.00		
18	Marriott Motor Hotel	$18.00-20.00		$22.00-24.00	$45.00 & up
19	Mohawk Motor Inn		$15.00-17.00	$17.00-19.00	
20	Monticello Motor Lodge			$18.00	
21	Penn Center Inn	$16.00-18.00		$21.00-24.00	$45.00-78.00
22	Plaza Motor Hotel	$ 9.00	$12.00	$15.00	
23	Rickshaw Inn	$15.00		$20.00	
24	Robert Morris	$11.00	$15.00	$18.00	
25	Roosevelt Motor Inn	$13.50	$16.00		
26	Sheraton	$14.00-20.50	$19.00-25.50	$19.00-25.50	$36.00-75.00
27	Sylvania	$13.00-14.00		$19.00-20.00	$40.00
28	Towne Park Motor Hotel	$10.50-12.50	$15.00-19.00	$12.50-15.00	$17.00-20.00
29	Treadway Inn			$19.00-21.00	
30	Warwick	$16.00-20.00	$21.00-25.00	$21.00-25.00	$40.00-60.00
31	YMCA[a]	$ 5.00 - 6.00			
	DORMITORY ROOMS				
32	Drexel Institute of Technology[b]	$ 5.00	$ 8.00		
33	University of Pennsylvania[c]	$ 6.00	$ 9.00		

(a) Community bathroom facilities; not air-conditioned.

(b) Air-conditioned; community bathroom facilities.

(c) Most rooms are not air-conditioned; community bathroom facilities; rooms available for single men in the men's dorms, single women at Hill Hall, and married couples without children at Walnut Hall.



When your alphabet soup spells trouble, the DuShane Fund spells help.

When the NFACJC came to NVCC a professor came to the NEA—for help. And he got it from the NEA's DuShane Fund.

That is—when Professor William Haubner formed an affiliate of the National Faculty Association of Community and Junior Colleges at Northern Virginia Community College, he ran into trouble. Despite an excellent record Professor Haubner wasn't rehired for 1968-69.

The National Education Association thinks some basic freedoms are at stake here. Not just Professor Haubner's freedoms, but the freedoms of all faculty members across the country.

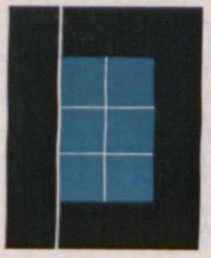
That's why we're paying to take Professor Haubner's case to court. His freedoms are your freedoms.

This year the NEA DuShane Emergency Fund will need more than $5 million in support of teachers' rights. If you *think* you can't afford to give $5, you should *know* you can't afford not to.

When this teacher wins his case, all teachers win the same case. If you're not supporting DuShane, you're getting something for nothing.

The DuShane Fund—where academic freedom isn't just academic.

For further information on the NEA DuShane Emergency Fund, contact:
Mrs. Mary Ann Scott
Director
NEA DuShane
Emergency Fund



To: NEA DuShane Emergency Fund, Accounts Division
1201 Sixteenth Street, N.W., Washington, D.C. 20036

Enclosed is my check or money order to help build up the NEA DuShane Emergency Fund.
Make checks payable to National Education Association.

Name

Street

City, State, and Zip Code

Please list my contribution as coming from the state of

(Continued from page 57)

not a Negro and being judged by my skin."

I think my class definitely benefited from the experience of walking in the moccasins of minority group children for a day.

—M. Jane Elliott, *third grade teacher, Riceville (Iowa) Community School.*

High-Flying Classroom

How do you acquaint a group of teachers with some of the geology of mountain areas that are spread over several hundred thousand square miles?

That question came up last year when I discussed with a group of our teachers their desire to learn more concerning the geology of the areas about which they were teaching. These areas, located in New York, Massachusetts, and Vermont, included the Catskill Mountains, Adirondack Mountains, Taconic Range, the Mohawk and Hudson Valleys, and the Green Mountains.

Many teachers felt that a straight lecture approach would not sustain their interest. They much preferred actually to see these areas while discussing their various features. But how? We ruled out bus or motor trips because they would take too long. Slides, filmstrips, and motion pictures offered very little concerning the areas we wished to cover.

A few days later I had the wild but possibly workable idea of a plane ride. In less than an hour, we could fly over these areas and view them firsthand. We investigated and found a regional airline carrier willing to provide for our trip a two-engine plane that seated 54 people—at a cost of only $3.50 per person.

We now had to sign up 54 persons to fill the aircraft, obtain appropriate material, and find a geologist who was well-acquainted with the area. Fifty-four people signed up within three days; the state museum supplied each participant with maps, brochures, and guides to the entire area; and Robert LaFleur of the Rensselaer Polytechnic Institute's Department of Geology volunteered to accompany the group on the flight.

The airline allowed us to use the plane's loudspeaker system, and, as we flew over the terrain feature, Dr. LaFleur discussed the history of the feature—we had a flying guided tour!

From every indication, the group enjoyed this method of learning. It was short, concise, inexpensive, practical, and immediately useful back in the classroom.

—John L. Dupier, *vice-principal, Ravena-Coeymans-Selkirk Junior-Senior High School, Ravena, New York.*

Mythology in the Classroom

I've never outgrown my childhood love of stories from mythology and I still tell them to my second graders.

Many of these legends I apply to everyday studies. When I teach use of the calendar, I tell the Norse myth of how the days got their names. The children always enjoy this story.

In science or nature study, I tell the Greek legend "Arachne the Spinner," and apply it to the fact that spiders are not insects but belong to the arachnid family.

Many of these legends make interesting listening and cultivate the children's desire to read and to discover how people lived in early civilizations.

—Belle A. Hoffenberg, *second grade teacher, Francis A. March School, Easton, Pennsylvania.*

Take Five for PR

Because I believe that the school's best single public relations agent is the learner, I recommend taking the last five minutes of the day two or three times a week to review with the class what they have done that day.

With these experiences fresh in his mind, the student can better answer mother's inevitable question, "What did you learn in school today?" Who knows, she may get an interesting account of what *really* is going on in school.

And when the teacher elicits scant response from his class when he asks about the day's activities, he is receiving important feedback.

—John H. Wilson, *assistant professor of elementary education, Wichita (Kansas State) University.*

What's My Word Line?

My students enjoy playing "What's My Word Line?"—a game modeled after a TV program. I give the students words that I call "oddities of the word kingdom." Each student finds out as much as he can about his word from dictionaries

(Continued on page 75)

audiovisual and new media learning aids

- elementary mathematics manipulative aids
- filmloops and visuals for biology
- instructional games for beginning readers and beginning spellers
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Developing Local Leadership

• **Annually, most professional organizations are faced with** the prospect of developing the emerging leadership of local or regional units. This is particularly true in education associations where it is customary to hold spring elections to select officers for the following year. Unfortunately, and through no fault of their own, those elected to positions of leadership often have little knowledge of the structure and function of professional organizations and little training for the sensitive task of dynamic leadership.

In an effort to develop competent and knowledgeable local leadership, Keith Goldhammer, now dean of the School of Education, Oregon State University, and Cecil Posey, executive secretary, Oregon Education Association (OEA), initiated (in August 1965) a one-week workshop. The workshop is held at the University of Oregon during the summer session. Aptly titled "The Educator and His Profession," this unique workshop, which is now an annual event, has as its purpose providing leadership training for local association officers.

The workshop is held in the relaxed atmosphere of one of the dormitory complexes at the University. The staff for the workshop is chosen from various professions and includes representatives from organizations that maintain a special interest in and influence upon education.

Organizing the workshop necessitates a close working relationship between the officers and professional staff of the OEA, representatives of the NEA, and faculty members from the University of Oregon. In addition, representatives from at least one urban and one rural local take part in planning the workshop. The composition of this group assures a well-rounded program. Last summer, such topics as the political role of the professional, professional rights and responsibilities, and teacher welfare were discussed.

Each workshop participant registers for two hours of graduate credit and pays tuition at the standard rate. So many local associations bear this expense for their members that it has quickly become a standard budget item in Oregon locals. In the most recent workshop, participants from 27 of the 31 locals represented were reimbursed by their local associations.

Participants are required to be in regular attendance and to take part in the small group activities and discussions. No additional formal requirements are imposed. At the end of the week, each participant completes an evaluation of the program, which is used in planning future workshops.

Attendance at the workshop is purposely not limited to teachers from Oregon. This past year, teachers from neighboring states and Canada participated. They were a real asset to the workshop, because teachers could compare the educational policies and practices of their state with other states and Canada. For example, the Canadians explained the structure of their professional organizations, and discussed some of their advantages and disadvantages.

In order to find out how effective the workshops have been, a questionnaire was mailed to a representative sample of participants in the 1967 workshop. The questions and answers were as follows:

Participant Response: 1967 Workshop

Inquiry	*Yes*	*No*	*No Response*
A) Were you able to use information and techniques received?	23	3	0
B) Is the idea of a summer workshop valuable?	25	0	1
C) Did your attitude toward the profession become more positive?	15	9	2
D) Did your workshop attendance help you to fulfill your position of local leadership?	21	5	0

(Continued on page 74)

Get five friends or students to tour Europe with you and you'll go free.

26-day tour 10 countries $852 complete including round trip via jet.

Price includes transportation to and from Europe and in Europe, sightseeing, professional multilingual escort, all tips to hotel maids and waiters, double rooms with bath, two meals daily. Countries include Luxembourg, Germany, Switzerland, Liechtenstein, Austria, Italy, France, Spain, England and Bahamas. Tour originates in Miami, Florida and departs on the following Saturdays:

June 21, 28. July 12, 26. August 9.

Get up a group of six and the sixth will get the entire tour entirely free. You'll be flying the newest scheduled transatlantic airline, International Air Bahama, Boeing 707 intercontinental fan jets with multimillion mile American pilots at the controls and five expertly trained stewardesses handling in-flight services. You'll be served complimentary beverages and expertly prepared international cuisine.

And, you'll get a whopping 66-pound baggage allowance. Tour price minimum age restriction, 12 years old.

(A $262 round trip excursion fare is available for those wishing only transportation to and from Europe. High season group fare $339 effective June, July, and August.)

For complete information write:

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Name_____

Address_____

City_____

State_____ Zip_____

A flexible travel program for members of national and state associations utilizing the low group fares of Pan Am, TWA, Lufthansa, BOAC and other major airlines. Several groups will leave New York this summer to Europe, the Mediterranean and the Bible Lands. Round trip jet fares start at $230 (New York/London/New York.) Write for brochure to Travel Wholesalers International, 1707 L Street, N.W., Washington, D. C.

DEVELOPING LOCAL LEADERSHIP

(Continued from page 73)

The response to question C is misleading; because eight of the nine persons answering "No" indicated that they already had very favorable feelings toward the profession. Only one person reported that the workshop gave him a more negative view of the profession.

In addition to the forced-choice portion of the questionnaire, local association leaders were asked for their written opinions of the workshop. Some typical responses were:

"The summer workshop is valuable to new presidents. Many have no idea of the structure of the OEA."

"I was inexperienced, so this course helped me build a logical philosophy for supporting the state association and for running the local."

"I was both thrilled and impressed with the quality of the professional staff of the OEA. I now feel that I can turn to them with confidence."

The response to the questionnaire by the 1967 summer workshop participants and the favorable comments received following 1968's workshop are clearly a mandate for its continuation. Further, other states may wish to consider setting up similar programs using "The Educator and His Profession" as a model.

—**Norbert Maertens,** *assistant professor of education, and* **Clarence Schminke,** *associate professor of education, University of Oregon, Eugene.*

"I'd like to get to that top shelf. They're books on how to combat kids like me."

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...camels and jets.

Get to know Saudi Arabia and its Oil Industry

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Photo Kit features 24 black and white 8″ x 10″ photographs suitable for **classroom projects.** Wide range of subjects. Complete caption information.

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Zip Code ..... Grade .....

NE-1-2/69

(Continued from page 72)

and encyclopedias. Then a panel of four and a moderator quiz each student about his word. If, after four rounds, the panel does not guess the word, the student reads his information. (He reads it even if the panel *does* guess the word—which, in fact, happens quite often.)

Typical questions from the panel are: What is the etymology of the word? Is it a noun? A verb? Singular or plural? Bigger than a breadbasket?

I find the panel an effective teaching aid that helps the students learn about words and communication in a constructive, fun way.

—Beth Kurrus, *teacher of English, Placerita Junior High School, Newhall, California.*

Bridge from i/t/a to T.O.

Teachers who work with the initial teaching alphabet often wonder how to make the transition to traditional orthography just a little bit easier for the children.

I use the experience charts as a bridge from i/t/a to T.O. Since the children compose the story, they find little difficulty in reading it back. They are thrilled when I explain that I have written it completely in T.O.

From then on, I write every experience chart in T.O. from their dictation. When we actually go into transition, the children do not fear changing.

—Sophie Freeman, *reading specialist, Roslyn (Long Island) Public Schools.*

Reading Based on Interest

To encourage my students to read, I establish interest-reading book clubs. A student may elect to be a member of a group of five that reads adventures, mysteries, biographies, poetry, mythology, tall tales, animal lore, or sports stories.

They do most of their reading at home, but hold periodic meetings in school to share reading experiences with other club members. Often, when all members of one group enjoy a particular book, they share it with the entire class. They do so in one of a variety of ways—through skits, puppet shows, mock radio and television interviews, songs, character analysis, posing as book salesmen, or giving straight oral reports.

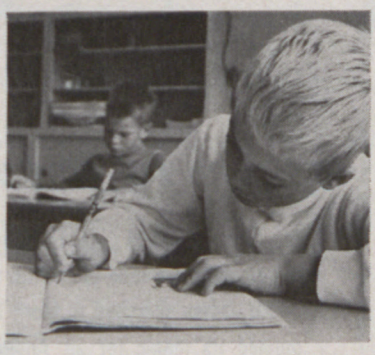
In a notebook, we keep a record of books read. Whenever a student finishes a book, he writes a brief evaluation on an index card and puts it in a file box so that students who have not read the book can learn a little about it and decide if they want to read it. We keep a wall chart along which the students move their names as they complete books.

After a period of time, individual children rotate from one interest club to another. Because they have freedom of choice in selecting books, they can satisfy their own reading ability levels and can enjoy themselves.

—Ralph A. Veneruso, *sixth grade teacher, John Winthrop School, Bridgeport, Connecticut.*

Teaching spelling the phonetic way makes work for today's busy teacher.

But when tomorrow's adults try to work with inferior spelling skills...



What's wrong with really teaching students to spell? Face it; our language is not an easy one. Spelling is difficult because of inconsistencies in sound-symbol relationships. It is easier to assign spelling words, and administer spelling tests, than it is to teach children how to spell. The Economy Company spelling program is built around patterns of sound-symbol relationship. From analyzing spoken words, children are taught to apply symbol patterns. They gain confidence with success in spelling, and they are more interested because of active participation. Let us send you more information.

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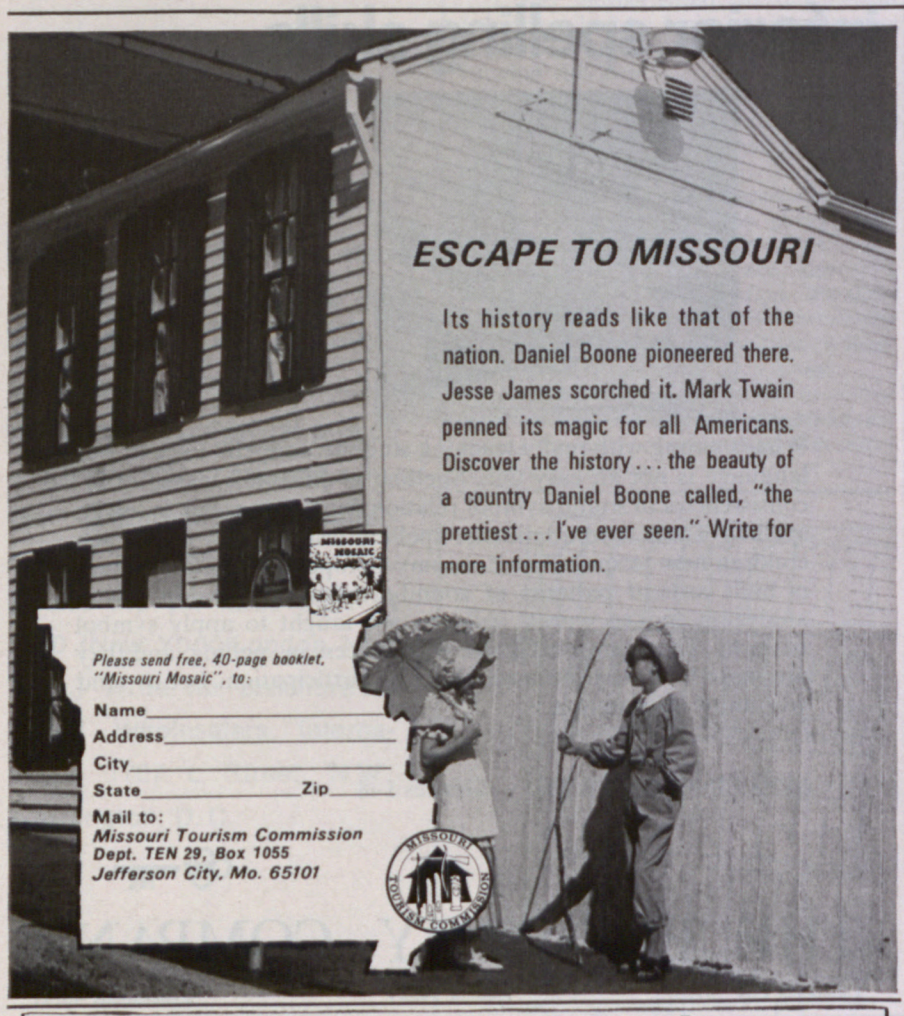
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UNFINISHED STORY

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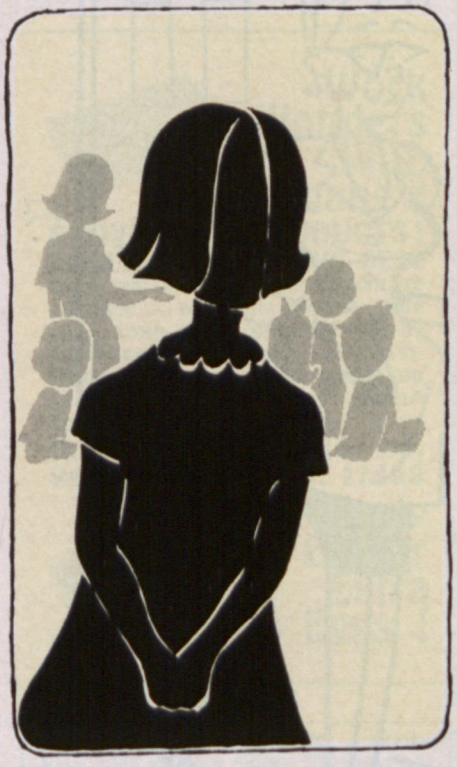
For information about 8mm and 16mm color films based upon some unfinished stories, write to Educational Systems Division, Doubleday & Co., Inc., Garden City, New York 11530.

What Should Anne Do?

She had fibbed so convincingly that Peg and Marlene wholly believed her. She had never dreamed that her tales would get any farther than her two best friends. But now, as she rose shakily to her feet and faced the class, she knew that fibs had a way of getting out of hand.

Anne's parents lived apart. Nine months out of the year, Anne lived with her mother in an apartment on Third Avenue. But when summer came, she always went to her father's farm in Missouri.

The farm was a change from the city, and Anne could swim in the pond there and explore the woods. But her father



never had much time to do things or go places with her. When she arrived in Missouri, he and Aunt Beth, his sister, always met her at the train, and they took her to a restaurant for dinner the day she went back to her mother. But in between, one day was like another, with Anne's father hard at work in the fields and Aunt Beth busy around the house.

When summer was over and Anne came back to Third Avenue and her friends' stories of trips to the ocean or Chicago, she longed to have an adventure of her own to tell about.

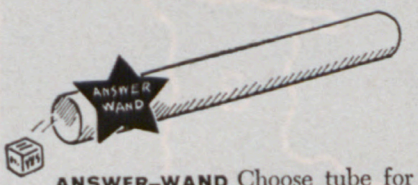
Then, two years ago, she decided that she couldn't stand just listening any more. She had been reading the travel books in the school library—about California, Canada, Switzerland, and Africa. That year, when she returned from the farm and the girls asked what she had done, she made up a most extraordinary story about a trip out West with her father. She described Yellowstone Park and the Grand Canyon and Disneyland

(Continued on page 78)

SUGGESTIONS
we hope prove useful.

FUN GAMES from CARDBOARD TUBES

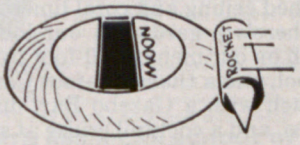
Children love making and playing these games. By "cardboard tubes" is meant the rolls inside paper toweling, aluminum foil, etc. All you need are tubes, scissors, paper, paste, poster paint, some pipe cleaners and a paper plate.



ANSWER–WAND Choose tube for a wand. Make aluminum foil cube that easily slides in and out of tube. On separate slips of paper, one each to be pasted on a side of cube, print answers: *Yes, No, Ask Again, Maybe, etc.* Each child has a chance to call question into wand and shake out cube with reply on top side.

SHOE THE HORSE Cut tube 8" long for the body. From paper cut horse's head, pointed ears, open mouth, finely slashed mane. Paste paper over top of tube; into this insert base of horse's neck; paste. Cut a tail from a tube and affix to body with a pipe cleaner. Cut pipe cleaners in 4 even lengths, for legs; firmly affix to body and turn hooves up *for hooks.* Cut rings from a tube *for shoes.* Shoe horse as though playing Ring Toss.

FISH-WACKY-DO Make 8 fish from 2½" diam. tube; slit down through center; cut in 8" lengths. Paint red; dry; paint a tail, eyes, scales in white. Paste to curved underside of bodies paper slips upon which are printed a stunt, such as *beg in dog style, meow, hop like a rabbit, etc.* In turn, players choose a fish, turn it over, do stunt called for, on the printed slip.



ROCKET ROLL Cut slot out of a paper plate big enough for rocket to roll into. Paint orange. Print on word *Moon.* Rocket is a tube cut 4½" long. Form a paper cone; paste firmly into rocket; paint blue. Put moon and rocket on floor; stand 2 feet away. Give rocket a push. Try to land it on moon—that is, roll it into slot.

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HILTON INTERNATIONAL

UNFINISHED STORY

(Continued from page 77)

and the Coast just as she had read about them in books. Her story was so lively and vivid that the girls listened wide-eyed. The next year Anne really went overboard and told them that she and her father had gone to Norway.

But now the class began to study Norway, and Marlene put up her hand and said that Anne had actually been there. Miss Ainsworthy said, "Why, Anne, we'd love to hear about your trip! Please tell us all you can remember."

And here Anne was, her heart pounding and her legs numb, staring into her favorite teacher's face. How could she possibly lie to her? What if the children asked questions she couldn't answer. What should Anne do?

Thoughts To Think Aloud:

1. Somehow Anne feels cheated, although many children do not get to travel as much as she does. Is there anything about her situation which might make her feel she needs something special?
2. Is it ever a good policy to make someone think you are something other than what you are? Is it fair to yourself?
3. What does Anne think might happen if she told the girls the truth? What might really happen?

"Well, you didn't do all that worrying about my flunking the history test for nothing, Mom."

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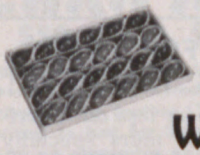

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Schoolboy's Dilemma

Last year, when Dave Tierney was a senior at Eisenhower High School in Rialto, California, he wrote the following editorial for the May 10, 1968, edition of his school newspaper, the Eagle's Eye. *His former journalism teacher, Imogene Stewart, who called our attention to the editorial, reports that a month later the* Eagle's Eye *announced that Eisenhower's student-faculty dress code committee had amended the dress code to permit girls to wear (from the beginning of May to the end of October) culottes and culotte dresses. Mr. Tierney's plea, we feel sure, swayed a good many votes.*

• **I would like to expand upon a problem** of our school:

A majority of the teachers, to stress their nonconformity and reinforce the widely accepted belief that most of them are really weird, have arranged the desks in a half circle about the classroom.

Now, I don't mind this—it is the teachers' prerogative and it is their business as to why they do things like that. What I am complaining about is that *they* don't have to sit on the other side of the room and face all the girls. Why, it's like being thrown in the middle of Aunt Bawdy's Burlesque Show. And, of course, the only polite thing you can do is not stare.

So where are you going to look? You can count the stars on the American flag—but since they always add up to 50, you try to find something exciting out the window. And just when you've found a trash can on fire, or a good old-fashioned knife fight, the teacher nails you for not paying attention.

So you listen to the teacher for a while, and since there's nothing there to hold your attention, your eyes begin to wander again and you have to start counting the tiles on the floor.

There are a host of other things you can count, such as how many bolts you can take out of your desk before it falls apart, how many hairpins and pencils are stuck in the ceiling, and how many other guys are frantically searching the walls and corners of the room for a safe place to rest their eyes.

The best policy to follow, however, is to keep your eyes on your textbook. This is difficult, though, and before long you just can't stand it any more. When you finally glance up, a girl sees you, gives you a dirty look, and pulls down her skirt. It's embarrassing! You feel like standing up and saying, "I didn't mean anything. I . . . I was just looking." And you want to go right over and assure her of your high moral character, and of how you'd never take advantage of her no matter how she sits.

Apparently students are not the only

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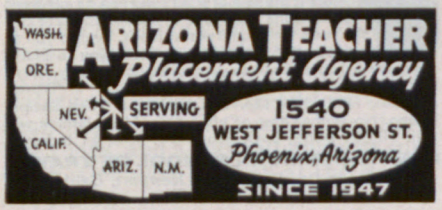

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ones who are affected by this problem. I once had a class with a girl who, when she came in and sat down, caused the whole room to take notice. In fact, the whole room sort of disappeared; you couldn't see anything else. And it wasn't because of the way she looked, either; it was because of the way she sat—almost as if what went on beneath the desk top was none of her concern.

Well, at any rate, on the first day of school, one teacher walked into the room to examine his new crop of eager students, and saw her. He had my sympathy—all that I could possibly muster up for a teacher. The poor fellow lost his place four times, dropped the chalk twice, and missed the swivel chair when he tried to sit down.

But what makes the least amount of sense is that the school board has outlawed pants dresses and capris—the only thing that could possibly save our school's outstanding collection of nymphs and lovelies from falling into the gloomy pit of wayward women.

As for a solution to the problem, well, I figure girls with fat legs will be the eventual deterrent.

In case you are wondering, and well you might be, the main point, or rather the main plea of this editorial is: Please, girls, don't sit like that—it's too unnerving.

—**Dave Tierney,** *freshman, San Bernardino (California) State College.*

"Frankly, Daddy, I'm a mini-brain."

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Adopt a Deputy

• **Generally speaking, police-community** relations throughout Los Angeles County are good. Nevertheless, the sheriff's department in the county constantly seeks to improve these relations. Its "Adopt a Deputy" program in the schools is a step in that direction.

The policeman walking a regularly assigned beat used to fill the need for favorable person-to-person contact, but the extensive use of patrol cars and motorcycles by policemen has made the foot patrolman something of a rarity. Our Adopt a Deputy program is a concerted effort to establish friendly personal contact with young people.

We began the program in a minority population area, and later expanded it to include every sheriff's-station area within Los Angeles County. Originally set up to accommodate elementary and junior high school levels, Adopt a Deputy now includes such preschool projects as Head Start.

Generating a feeling of understanding, friendship, and rapport between school children and their "adopted" deputy sheriff is the major purpose of the program. The deputy is regularly assigned to patrol the school's area so that he can maintain rapport with the students and the community. Personal contact enables him to sense the feelings and attitudes of the community, thereby affording our department an opportunity to deal effectively with potential problems.

A school may ask to adopt a deputy, or the sheriff's department may send a representative to present the idea to the school. Once the school accepts the program, the principal and the faculty meet with the assigned deputy to set it up.

Although the program may vary from school to school, depending on the policy of the respective school administrators, the basic format is as follows:

1. After the deputy is introduced to the students and faculty with an explanation of his "adoption" by the school, he holds class discussions designed to encompass general safety practices the students should follow. His discussion may cover (a) traffic laws and bicycle safety, (b) hazards inherent in associating with strangers or suspicious persons, (c) pedestrian safety and rules, and (d) necessity of obeying school rules, rules of the home, and rules established by society.

Depending on the size of the school, the adopted deputy spends three or four hours there once or twice a month, visiting as many classrooms as possible. In addition to these regular visits, and as time allows, he stops at the school to chat with the students during his regular tour of patrol duty.

2. At the request of the school staff, the adopted deputy will hold discussions

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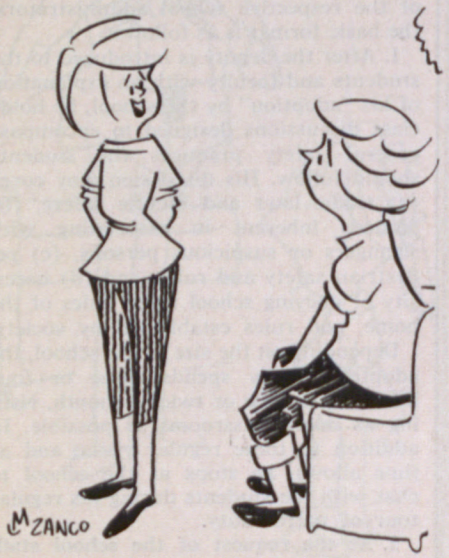
or give programs on other subjects. He will take part in special assemblies or school programs for the entire student body. Such programs may deal with various aspects of safety, citizenship, and the administration of justice.

3. The students inspect the facilities and equipment of the sheriff's department and tour a sheriff's station, where they can look at a radio car and its equipment and at a helicopter display, learn how our helicopter patrol functions, and participate in a discussion of future trends in law enforcement.

To meet the increased needs of the students, we extended the junior high school program. We deal with the regular topics but place greater emphasis on practical problems within the community and on a basic understanding of the role that law enforcement plays in our society. The junior high school students prepare questions, sometimes with the assistance of school officials, for their adopted deputy to answer. Their questions pertain to every facet of law enforcement, and often delve into the deputy's personal life. The dialogue itself is more important than the specific questions and answers, for one of the main objectives of this program is to enable the youngsters to talk in a friendly fashion with the men in uniform.

We do not know how many (if any) of our youth this program has prevented from becoming juvenile delinquents—even criminals. However, the consensus of all those associated with the program is that the personal and informal contacts between students and deputies have proven invaluable in shaping the lives of many who were fortunate enough to participate in and contribute to Adopt a Deputy. If law enforcement agents can break the barrier of the old police image, a great deal more can be accomplished in behalf of society and mankind.

—**Peter J. Pitchess,** *sheriff, Los Angeles County, Los Angeles.*



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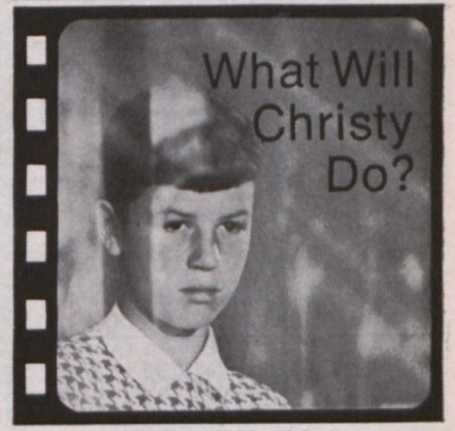

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THE FACTS ARE...

In response to requests of readers, we present here a follow-up to the October "Facts" page of nuggets of information about the NEA for use by members in articles or speeches.

—MILDRED SANDISON FENNER, *editor,* TODAY'S EDUCATION: NEA JOURNAL.

NEA's DuShane Emergency Fund in the past six months has committed support totaling $570,000 to some seventy cases, ranging in location from Washington State to Florida, from New Hampshire to Southern California. Thousands of teachers have been aided through interest-free loans or grants made by the Fund.

The sweep to unification of the teaching profession —local, state, and NEA—continues, with 36 states already either unified or committed to unification. The unification principle, whereby local, state, and national education associations accept as members only those who join all three associations, is not the magic answer to all problems, but it provides the means for solving many of them.

NEA Center in Washington, D.C., has long been an equal opportunity employer. This year, 33 percent of the NEA staff is black, and as long ago as 1955 NEA received an award for its equal hiring practices.

Never a school day during the school year but what some teacher receives from the NEA or one of its departments a publication that helps him improve his teaching or attends an NEA-related conference that helps fulfill this goal.

So large is the circulation of TODAY'S EDUCATION: NEA JOURNAL—which goes to many teachers in other countries, laymen, and libraries as well as to NEA members—that the year's nine issues use 108 carloads of paper and 36 tons of ink. If copies of all issues for the 1968-69 school year were stacked on top of each other, the column would equal the height of 450 Saturn rockets.

NEA's Human Relations Center reports that, since November 1968, the number of state education associations that have human relations committees or commissions has increased from 3 to 19.

More than 100,000 NEA members are now taking advantage of NEA Special Services through insurance protection, NEA Mutual Fund investment, purchase of books at discount prices, automobile leasing, or tax-deferred annuities.

Thousands of educators save thousands of dollars each year by traveling via NEA- and state-association-sponsored tours. Last summer alone, over five thousand teachers participated in services and tours offered by the NEA Travel Division.

The Association of Classroom Teachers makes a major contribution to improvement of instruction by publication of the "What Research Says to the Teacher" series. These pamphlets, produced in cooperation with the NEA Publications Division, present important implications of research and suggest ways to apply these findings in classroom instruction. Filmstrips based on selected pamphlets in the series are also available. For further information, write to ACT.

Spurred by the NEA Citizenship Committee, teams of teachers attending the 15 political clinics of 1964-68 have revolutionized local governments, led in winning school bond elections, and elected hundreds of friends of education to public office.

The *Negotiation Research Digest,* **published monthly** during the school year by the NEA Research Division, reports on negotiation agreements in effect in various parts of the country. Such information helps local association negotiators and school officials to understand and adapt successful negotiation provisions for their own systems. The *Digest* includes texts of important legal documents such as court, mediation board, and arbitrators' decisions, and attorney general opinions—plus complete texts of state statutes on negotiations and of various outstanding negotiation agreements. For information concerning subscription rates, write to the NEA Research Division.

Education—from prekindergarten to protest on the campus—provided staple magazine fare throughout 1968, with 29 national magazines carrying more than 250 major articles. In the three-month "back-to-school" period of August-October alone, some 130 articles were published, several of which dealt with NEA personalities, projects, and program goals and many of which used facts and figures supplied by the Association.

Applications for the second annual $1,000 William G. Carr Scholarship must be submitted by April 15. If you qualify, i.e., if you are a graduate student in the United States studying international or comparative education or a teacher from this or another country interested in aiding and studying teachers associations in other countries, ask the Carr Scholarship Fund Committee at NEA Center for an application form.

More than 14 million copies of the *Reporter* **were** sent to educators this year—making the NEA newspaper by far the nation's greatest single source of news about the unified teaching profession. •

EXTRAS FOR OUR READERS

Index

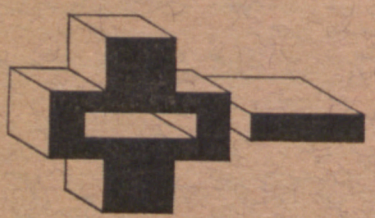
We still have a supply of the index to Volume LVII, January-December 1968, of TODAY'S EDUCATION. Anyone who desires a free single copy may obtain one by sending a stamped, self-addressed envelope to Dept. I, TODAY'S EDUCATION, Room 801.

Gummed Labels

For the benefit of members who keep folders in which they file JOURNAL articles, TODAY'S EDUCATION will send a sheet of gummed labels, free upon request, with the following TODAY'S EDUCATION titles: Interaction Briefs, Unfinished Stories, NEA Special Services, Teacher Opinion Poll, Research Clues, Free or Inexpensive, Local Association of the Month, The Searching Mind, Special Feature on _____. Send your request to Dept. L, TODAY'S EDUCATION, ROOM 801.

Don't Forget!

You have until the end of this month to take advantage of the chance to purchase many excellent NEA publications at a 20% discount. See pages 55-62 of the November issue of TODAY'S EDUCATION.



Tests

We would like to hear from teachers who find "The Student Evaluation Dilemma" by Paul M. Allen (page 48 of this issue) interesting. We hope they will solicit and pass along to us statements from students that tell what kinds of tests the students feel best reveal their progress, what kinds they like or dislike, and, in general, how meaningful they think tests are. If we receive enough responses, we will duplicate them and make them available on request as another extra for our readers.

Special Bonus

For readers who missed "Learning and Memory" by James L. McGaugh (referred to on page 47, this issue), we are reprinting copies as a supplement to this month's "Searching Mind" article. Use the coupon to order a copy.

Place Mats

The citizenship centerspread in this issue, "Suggested Menu to Nourish the Body Politic," is being made available as place mats in packages of 100 each at $2 per package (Stock No. 108-03464). Those who want them may place orders by writing directly to NEA Committee on Citizenship, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Quantity discounts: 10% on orders of 2 to 9 packages; 20% on 10 or more packages. (Write the Committee for a list of additional materials.)

Reprints, Bibliographies, Tape Recordings

Each month, TODAY'S EDUCATION offers reprints of one or more articles from the current issue; bibliographies to accompany certain articles; and the opportunity for readers to buy, at cost price, tape recordings of any articles they select. See the coupon for details.

Order reprints early while they are in good supply. Delivery will begin after March 1. Please allow at least three weeks for delivery of orders.

Other articles in this issue will be reprinted if the demand is sufficient.

"See How They Learn"

For a free reprint of the 16-page photo feature appearing on pages 15-30, write to the NEA Department of Audiovisual Instruction enclosing a stamped, self-addressed envelope. Single copies of the reprint will be available as long as the limited supply lasts.

The article includes examples of the types of photos contained in a new repository of photos dealing with audiovisual instruction which has been established at the NEA Center by the NEA Department of Audiovisual Instruction with the help of a grant from the Educational Facilities Laboratories, Inc., New York. Late in 1968, several outstanding national photographers were commissioned by the NEA Department to take appropriate photos to form the nucleus of the repository. A few of these first photos were used in the special photo feature.

Today's Education

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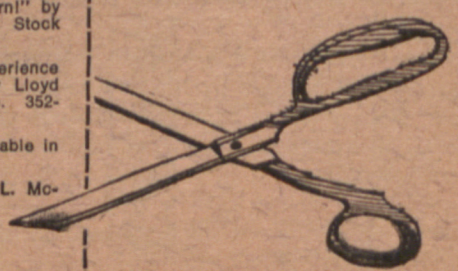
Supplement (single copy free; not available in quantity):

☐ "Learning and Memory" by James L. McGaugh. Stock No. 351-11122

Requests for materials on this coupon must reach us by March 31, 1969.



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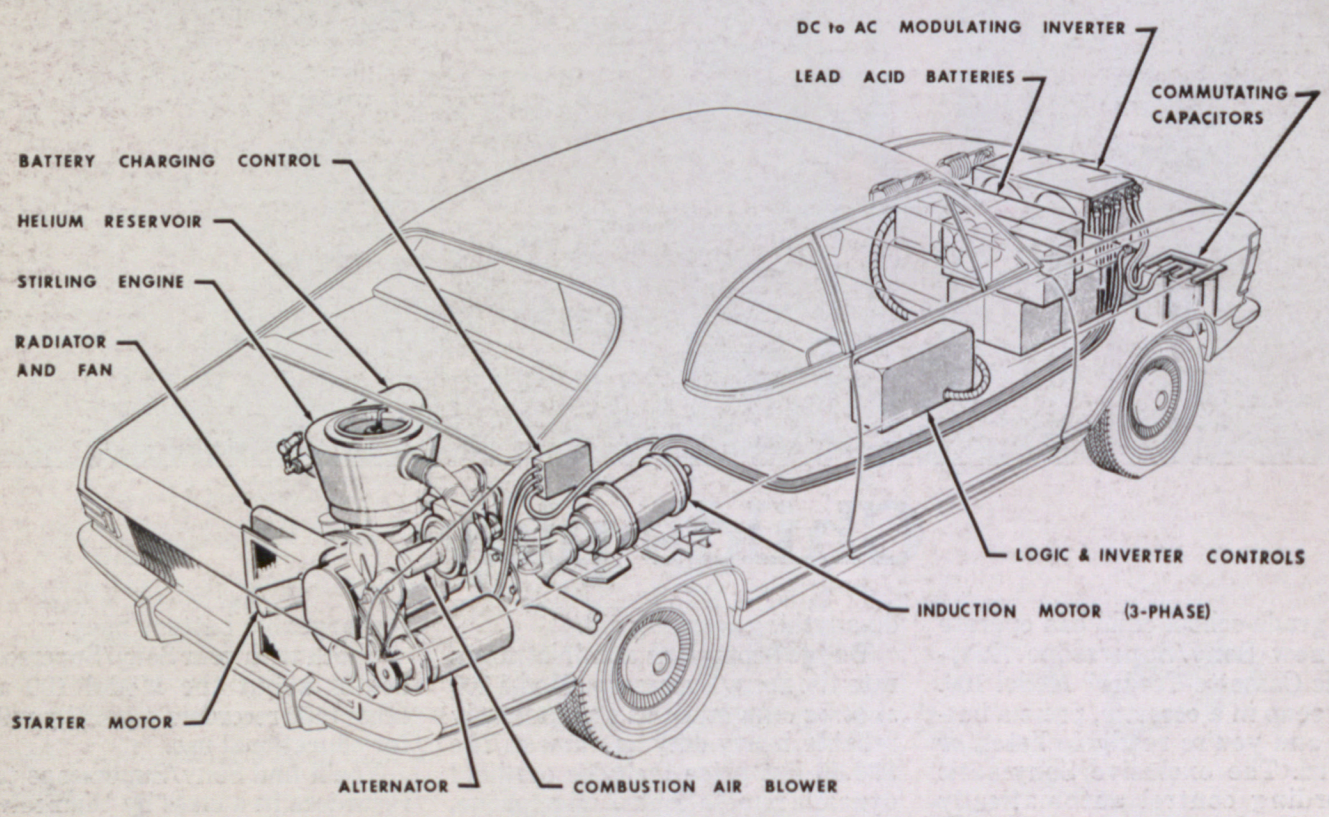

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